DOCUMENT RESUME

ED 427 922 RC 021 840

AUTHOR Jones, Rob, Comp.
TITLE ICORE '98: Proceedings from the International Conference on Outdoor Recreation and Education (12th, Fort Walton Beach, Florida, October 20-24, 1998).
INSTITUTION Association of Outdoor Recreation and Education, Boulder, CO.
PUB DATE 1999-00-00
NOTE 116p.; For selected individual papers, see RC 021 841-846.
PUB TYPE Collected Works - Proceedings (021)
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Adventure Education; *College Programs; Higher Education; *Outdoor Education; Outdoor Leadership; Recreation; *Recreational Programs; Risk Management; Service Learning
IDENTIFIERS *Outdoor Recreation

ABSTRACT

This proceedings of a conference on outdoor recreation and education contains conference papers and summaries of presentations and panel sessions. Following a summary of conference activities, the 14 entries are: "Working Together in Outdoor Programming: How Can It Work for You?" (W. T. Taylor, Jim Gilbert, Patsy Kott, Linda Potter-Rosenkrantz, Troy Young, Mary Neilson-Lassiter, Mitch Hoffman); "Risk Management Practices of University-Based Adventure Programs" (Todd M. Bauch); "Summary of Student Sessions" (Tina Carter); "Mountain Bike Rentals, Sales and Repairs: The Basics for Starting a Bike Program" (Ed Dunning); "Successful Adventure Recreation Programs for At-Risk Youth" (Rick Harwell); "Emergency Response Systems for Outdoor Programming" (Kurt Merrill, Jay A. Satz); "Measuring Service Quality in Recreational Programs with SERVQUAL" (Joel R. Bauch); "Approaches to Outdoor Leadership Development" (Jim Fullerton); "Trouble in Paradise: Accident Trends in the Outdoors" (Michael G. Huffman); "A Benefits Based Approach to Military Outdoor Recreation" (Rick Harwell); "Outdoor Leadership Education: The Past, Present and Future" (Deborah Sugerman); "Training and Development through Adult Learning Theory" (Colleen Swagar); "Environmental Service Projects: Credit and Non-Credit Programs" (Jennifer Stewart, Barbara Klingman); and "Trail Crews: Developing a Service Component to Your Program" (Brad Boehringer, Kurt Merrill). (SV)

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ICORE '98

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Association of Outdoor Recreation and Education

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Proceedings from the 12th International Conference on Outdoor Recreation and Education

Fort Walton Beach, Florida

October 20-24, 1998

OUTDOOR RECREATION

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Proceedings of the 1998 International Conference on Outdoor Recreation and Education (ICORE)

Held at the Ramada Beach Resort
Fort Walton Beach, Florida
October 20-24, 1998

Compiled by Rob Jones

Published by:
The Association of Outdoor Recreation
and Education (AORE)
1999

RC021840

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Printed in Salt Lake City, Utah, United States of America

TABLE OF CONTENTS

Introduction and Acknowledgments i

Working Together in Outdoor Programming 1
W.T. Taylor etal

Risk Management Practices of University Based Adventure Programs 9
Todd M. Bauch

Summary of Student Sessions 23
Tina Carter, etal

Mountain Bike Rentals, Sales and Repairs:
The Basics for Starting a Bike Program 27
Ed Dunning

Successful Adventure Recreation Programs for At-Risk Youth 33
Rick Harwell

Emergency Response Systems for Outdoor Programming 37
Jay A Satz, Presented by Kurt Merrill

Measuring Service Quality in Recreational Programs with SERVQUAL 45
Joel R. Bauch

Approaches to Outdoor Leadership Development 55
Jim Fullerton

Trouble in Paradise:
Accident Trends in the Outdoors 59
Michael G. Huffman, Ph.D.

A Benefits Based Approach to Military Outdoor Recreation 69
Rick Harwell

Outdoor Leadership Education: The Past, Present and Future 75
Deborah Sugerman, Ph.D.

Training and Development Through Adult Learning Theory 83
Colleen Swagar

Environmental Service Projects–Credit and Non-Credit Programs 93
Jennifer Stewart & Dr. Barbara Klingman

Trail Crews: Developing a Service Component to Your Program 101
Brad Boehringer

ICORE '98 Recap

Well, in spite of hurricanes Earle and Georges, ICORE '98 came together October 20-24, in beautiful Fort Walton Beach Florida with the Air Force Outdoor Recreation community as the host. The Ramada Plaza Beach Resort served as the conference site providing top-notch accommodations, meeting and social space. With the Gulf of Mexico a sand dollar throw from the hotel and a tropical waterfall filling the courtyard, the 188 conference participants felt right at home.

Prior to the opening of the conference, early arrivals took part in three two-day training seminars: Outdoor Recreation Liability led by outdoor recreation attorney Jim Moss; Wilderness First Aid/Wilderness First Responder Recertification Course taught by the Wilderness Medicine Institute; and an American Canoe Association Fundamentals of Coastal Kayaking class offered by the Charleston Co. (SC) Park & Recreation Commission. Seven different one-day preconference seminars were also offered everything from a deep sea-fishing trip to an afternoon dolphin cruise.

The Opening Social and Awards Banquet was held at the Eglin AFB Officers Club located on scenic Choctawhatchee Bay. AORE's Jim Rennie Leadership was presented to Jim Fullerton. Jim, now at Idaho State University, serverd the Association as President, ICORE '97 coordinator, hard working board member, and mentor to many in the outdoor industry. The 1998 National Outdoor Book Awards, sponsored by Idaho State University and AORE were also presented. The evening was rounded out by a presentation on Principle Based Leadership given by Tom Alber, from Principles, Inc.

Arnold Sanow from the Business Source got the first day of education sessions started off with a great mix of humor and business savvy in his Keeping Customers For Life presentation. Following a full day of concurrent sessions was the Exhibit Hall Opening Social. Fifteen exhibitors took part in the first-ever ICORE Booth Bingo game where dozens of lucky conference participants won everything from child carriers, daypacks, paddling gloves, and medical packs. Thanks to all the vendors for their generous donations to make the first Booth Bingo a success. The annual charity auction, hosted by ICORE '99 coordinator Rick Harwell, came next and was followed by the silent auction of all the books entered into the National Outdoor Book Awards program. These two events helped raise hundreds of dollars to benefit Florida coast sea turtle habitat programs and continue the book awards program.

Two thought provoking and emotional sessions bracketed the concurrent education sessions of the second day. Eddy L. Harris, author and faculty member with the African and Afro-American Studies program at Washington University in St. Luis MO, began the day by challenging racial stereotypes in the outdoor industry. His presentation, titled How Falling In A Canoe Can Save Your Life, generated many comments and a healthy discussion of an important issue affecting the outdoor industry. The emotional high point of the conference came that evening with Tom Whittaker's incredible multi-media session, One Foot on the Road to Everest, covering his recent expedition. On Thanksgiving Day, 1979, a drunk driver struck Tom's car head on, leaving him permanently disabled with multiple injuries requiring removal of a kneecap and amputation of his right foot. Everyone was spellbound and inspired as we shared his personal odyssey that took him from a "never walk again" prognosis to being the first disabled person to summit Mount Everest in May 1998.

The final day of educational sessions closed with a lengthy and difficult membership meeting culminating in the decision for AORE to end its five year relationship with the Outdoor Recreation Coalition of America (ORCA) and form an independent not-for-profit association. Board of Director elections were held and Rob Jones was selected to serve a second term as AORE President. A much-needed boost was provided by Gail Howerton, clown nose and all, in a "serious" look at preventing professional burnout - Hit Any Key to Energize Your Worksite. Using the ever-present computer keyboard as a memory device, she shared ways to manage stress, become a better team member, increase customer retention, improve performance, reduce turnover and absenteeism, and maybe even live longer.

The closing social and Hawaiian luau was held pool side in the courtyard replete with native, and not so native, dancers. (The photos of various Board members and "celebrities" mastering the hula dance will be on display next year in Jackson Hole WY, unless I get an appropriate offer for the negatives.) Following the conference, a selection of eleven different post conference activities were offered to bring ICORE '98 to a close.

Any big event takes a group effort and ICORE '98 required the dedication of a terrific group of team players. First, the outdoor recreation staff at Eglin AFB (Reta, Barry, Lynn, and Felicia) did the "heavy lifting" of on-site support. Lynn Zwaagstra from Georgia Tech (now at NOLS) pulled together the concurrent education session's schedule. Rob Jones, AORE President, made sure Board of Directors support was there when needed and strapped on the conference proceedings job, again. The staff at the Ramada Plaza Beach Resort was great and always there on the other end of the phone, faxes, or e-mail. To these folks and all the other Meercats, my sincere thanks for all the hard work to bring ICORE '98 in for a smooth landing.

Phil Heeg
Air Force Outdoor Recreation
Program Manager
ICORE '98 Coordinator

WORKING TOGETHER IN OUTDOOR PROGRAMMING:

How Can It Work For You?

W. T. Taylor, Director of Outdoor Pursuits & Intramurals
Middle Tennessee State University
Dr. Jim Gilbert, Coordinator of Leisure Management
University of Mississippi
Patsy Kott, Director of Outdoor Recreation
Texas A & M University
Linda Potter-Rosenkrantz, Director of Outdoor Programs
Vanderbilt University
Troy Young, Director of Ole Miss Outdoors
University of Mississippi
Mary Neilson-Lassiter, Coordinator of BAMA Outdoors
University of Alabama
Mitch Hoffman, Intern/Student Staff, UNI Outdoors
University of Northern Iowa

A Presentation for ICOR '98, Ft. Walton Beach, FL

Working Together in Outdoor Programming:

How Can It Work For You?

ABSTRACT

The purpose of this article is to share ideas and methods the five outdoor programmers have utilized in past cooperative efforts. Several specific examples of ways each program has benefited through working with others is included. Examples are listed in planning/supervising outdoor trips, renting/managing outdoor equipment, planning a climbing wall operation, and sharing information on a variety of areas. The advantages and disadvantages of past efforts will also be included.

OUTLINE

I. Introduction

- A. Who are the presenters and what are their roles?
- B. What are some general examples of working together in outdoor programming?

II. Case Studies in Working Together

- A. Middle Tennessee State University's Outdoor Pursuits (slides) WT
  1. Cooperative trips
  2. Learning about equipment & climbing wall operation
  3. Advantages/disadvantages for MTSU
- B. Texas A & M University's TAMU Outdoors (slides) PK
  1. Cooperative trips
  2. Building a large climbing wall & equipment rental
  3. Advantages/disadvantages for TAMU
- C. Vanderbilt University's Outdoor Program (slides) LR
  1. Information sharing
  2. Building a new equipment rental center
- D. University of Mississippi's Ole Miss Outdoors (slides) TY
  1. Starting a new program from scratch
  2. How do other programs help the cause?
- E. University of Alabama MNL
- F. UNI Outdoors MH

III. Summary/Questions & Answers

WORKING TOGETHER IN OUTDOOR PROGRAMMING:

How Can It Work For You?

WT Taylor, Middle Tennessee State University

Dr. Jim Gilbert, University of Mississippi

Patsy Kott, Texas A & M University

Linda Potter-Rosenkratz, Vanderbilt University

Troy Young, University of Mississippi

Mary Neilson-Lassiter, University of Alabama

Mitch Hoffman, University of Northern Iowa

An increasing number of colleges and universities are expanding in the area of outdoor recreation. The fact that people have chosen to involve themselves in these types of activities should not be a surprise. In the past 20 years, there has been a growth of outdoor recreation programs on college campuses, especially non-credit programs (Martini, 1984; Gilbert & Taylor, 1989; Taylor, Fett, Forrester, & Gilbert, 1992).

America has a historical interest in the outdoors. The increase is part of a pattern attributed to population growth, affordable transportation, pricing, and available time. This increase continues at a steady pace (Ewert, 1989). Using data supplied by the United States Department of Interior, one can note a substantial growth in participation in 12 activities from 1965 to 1980. Of these activities, several are typically found in a collegiate outdoor program. They are as follows:

Activity	15 Year Growth	% Increase
1. Canoeing	6 to 9 million	50%
2. Bicycling	41 to 56 million	37%
3. Snow Skiing	6 to 7 million	16%
4. Backpacking	14 to 24 million	71% (Ford, 1981).

In the 1980's, the National Sporting Goods Association reported an increase in sales of outdoor sporting goods equipment. Several of the top ten selling items which would be part of an outdoor program were wind-surfers, rock climbing gear, and fly fishing equipment. Even the more traditional items such as tents and backpacks showed increases of 20 and 11 percent, respectively, in the same time period.

Since there is definite growth of the population, the question is "How do we incorporate this on the college campus?" Considering there is a finite amount of staff and funds, campus programs might consider pooling resources with other programs in an attempt to meet the outdoor recreation needs of the student population.

Although there are a variety of avenues to follow when working with a separate institution the primary types of sharing would be information/systems, equipment, and the off-campus outing. First, the sharing of information and systems is very common place among universities. How many programs develop their own forms without seeking examples from established programs? There are very few, plus, why not take someone's proven success and then adapt it to a new program. Middle Tennessee State University moved into a new recreation center with a climbing wall in the Fall of 1995. Rather than create a climbing wall manual and set of procedures, it was decided to check with area schools to find proven examples on how to establish guidelines.

Information was gained from 10 institutions: Vanderbit University had a new wall that had been in existence for 3 years. Forms, procedures, and consultation with the VU outdoor staff was especially helpful in starting this aspect of the MTSU Outdoor Pursuits program. Secondly, if one is planning an outing to an area not previously explored by your staff, it would be very prudent to contact a university in that locale and to discover the pros and cons of a certain area. This was extremely beneficial when MTSU decided to go to the everglades. Dave Clark, the Outdoor Director at the University of South Florida, provided indispensable gear lists, "to do" lists, and "where to go" ideas. The amount of sharing that can take place in the information realm is endless; however, it makes sense from a practical aspect to contact other successful programs and ascertain the proper procedures to follow when starting any program – why reinvent the wheel?

When starting an outdoor program, one of the key components to success is the equipment area. Martini (1984) found that the equipment rental program was the most common component in the survey of collegiate outdoor programs. In this survey, it was found that 50% of the respondents spent up to a quarter of their budget on equipment. Obviously, a common area where working together can be beneficial for an outdoor program is in the outdoor equipment realm. Whether it is the type of equipment, the supplier, or the use, this exchange can be very helpful. When starting an equipment rental program, it is advisable to contact other schools to find out which manufacturers provide durable gear and meet the needs of a certain student clientele in the region.

For instance, in Tennessee, MTSU and Vanderbilt University, recommend "abs type" kayaks and canoes for trips and rental because of the abundance of rivers with whitewater. However, someone in Florida or southern Louisiana may want to see what some local outfitters and collegiate programs are using. A different type of boat might save them money and better meet the needs of the respective students. When purchasing the equipment, does one go to a Wal-

Mart, or the local outfitter store, or would it be prudent to find suppliers which give colleges institutional discounts?

Recently, MTSU's Outdoor Pursuits traveled to Minnesota's Boundary Waters Canoe Area. It is evident from all the literature that portages are a "given" in north woods travel. Since we were joining forces with UNI Outdoors, the two schools found that renting Duluth Packs from Iowa State's Outdoor Program was less expensive than buying or renting from an Ely outfitter. Iowa State also provided the name of a store in Minnesota which discounted 15% to universities on Duluth Packs. MTSU hopes to use this opportunity this fall before the next extended canoe outing.

Lastly, equipment can be rented from other programs while working together in providing a field experience. Martini (1984) found that most schools provided their own equipment for school outings, and 7% had to rent the equipment elsewhere. For example, in the spring of 1998, MTSU and the University of Tennessee at Memphis planned a joint backpacking/rappelling trip to the Sipsey Wilderness, Alabama. This area's location was about equidistant from the two schools; however, UTM did not have backpacks or rappelling gear. MTSU provided the gear for rappelling and rented packs for this outing. This provided income to MTSU and an opportunity for the other institution to camp inside the wilderness rather than just at the trailhead.

In conclusion, there are advantages to working together on outdoor trips. One of the early examples involved cooperation between the University of Nebraska at Lincoln and the University of Nebraska at Omaha on an outing to Copper Canyon, Mexico (Fullerton, 1984). Other recent examples are as follows:

Host Institution	Joining Institution	Location/Activity
1. Texas A & M U.	MTSU	Copper Canyon, Mex./BP
	TAMU provided leadership experience and transportation when joining the group	
2. MTSU	U. of Alabama	Steamboat Springs, CO/Skiing
	MTSU provided initial deposits/ land package /leadership experience in joining group	
3. U. of Mississippi	U. TN @ Memphis	Tishimingo State Park, MS/R. Climbing
	Ole Miss provided gear and leadership experience to the group	
4. MTSU	U. of Northern Iowa	Lower Canyons, TX/Canoe
	MTSU provided canoes, PFD's, & trailer to UNI in joining group	
5. MTSU	U. TN @ Memphis	Colorado Canyon of Rio Grande, TX/Canoe

MTSU provided logistics and leadership experience in joining group

6. U. of South Florida MTSU Everglades Nat'l Park, FL/Canoe

USF provided camping on USF campus, canoe rental, van shuttle, permit info to group

7. MTSU Outdoor Pursuits MTSU Wilderness Skills Class TN/Variety

Outdoor Pursuits provides canoes for trips, kayaks for the roll clinics, climbing wall clinic, and an Ocoee rafting trips for this academic class for a small fee

Another less evident method of working together is on campus. At MTSU, the Department of Campus Recreation has seven graduate assistants most of which major in the Health, Physical Education, and Recreation Department's graduate program. The department works with Campus Recreation designing Independent Studies, graduate projects, internship opportunities, and even helping on admission requests. At the University of Mississippi, the masters degree in the exercise Science and Leisure Management Department currently requires a thesis. Campus Recreation and the academic department are working together to create a more "practitioner oriented" degree which ads coursework and a possible internship to substitute for the thesis requirement. This will benefit UM's Campus Recreation in recruiting graduate assistants and the academic department in obtaining graduate students in leisure management.

While the positive aspects of working together in outdoor programming are many, one should not assume that there cannot be potential hazards. In the University of Tennessee at Memphis trip to the Rio Grande's Colorado Canyon, MTSU's students complained about the four van caravan (2 MTSU, 1 UTM, 1 UNI) and the unwieldy nature of the "pit stops". While on the river, one participant from another school was an ex-guide and knew it all. He was not inclined to listen and eventually encountered heat exhaustion. Even though he was an experienced outdoor enthusiast, his lack of experience in the desert caused a problem. Then, against the wishes of the host leaders, he talked the leader of the other school into allowing him to get back in his solo boat rather than ride tandem. The latter was deemed more safety conscious given his condition. Therefore, how does one handle participant and leadership concerns in a situation such as this?

There are also potential logistical problems. How does one get backpacks to UT @ Memphis for the Sipsey Wilderness outing. After that was worked out on a trip passing their way, the question becomes the return of the items? Can the program wait a week, a month, for them to return them via mail? Are you losing rental fees or short changing your students? In the trailer and canoe rental for UNI on the Rio Grande trip, the "meeting location" was delayed and then missed. As a result, one trailer and 4 canoes traveled to Iowa instead of Tennessee. It was no small task to retrieve these.

Lastly, how does one handle money? Does the participant pay the host school or the school "running the trip"? Is there a rental fee just for canoes or are you providing rappelling opportunities at no charge? In the case of the ski trip with the University of Alabama, the students paid UA and the university cut MTSU a check. This cuts down on potential insufficient fund problems, but, it also means that the sponsoring school must trust and then front end all deposits.

12

In most of these cases, communication is the key. There needs to be an open, and trusting working relationship to head off potential problems.

Inter-institutional activities are not new ways of getting things accomplished. One author notes that that such cooperation should provide a variety of experiences for the lowest possible price while continuing to maintain the quality of the experience (Sedgwick, 1985). Whether it is information sharing, forms, manuals, equipment ideas, equipment rental, trip thoughts, or even trip participation, the benefits can outweigh the potential drawbacks. On trip evaluations, students have noted the exchange of ideas, meeting new people, learning about new places, and using different equipment as positives while working together in outdoor programming. With some work, creativity, and communication this interaction can work for you in a positive way.

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RISK MANAGEMENT PRACTICES OF UNIVERSITY BASED ADVENTURE PROGRAMS

By

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ABSTRACT

This paper was initially printed in the Proceedings of the 1997 ICORE. This year, results have been finalized and additional information has been added. The subject of risk management in adventure recreation activities was largely governed by opinions. Although research had been done to determine which opinions appear to hold up in court, no research had been done to find out what agencies were currently doing to manage risk. This paper provided insight into how agencies incorporated risk management techniques into their programming. The paper also showed the effect agency demographics had on the techniques that were used. Finally, a number of questions were asked concerning inconsistencies that were exposed when data was compared.

INTRODUCTION

McAvoy, Dustin, Rankin, and Frankt (1985) paraphrased Roderick Nash by saying, "wilderness is the uncontrolled, the uncontrolled is unpredictable and therefore dangerous" (p. 42). For many years this perception governed legal decisions concerning accidents that happened in the wilderness. Court decisions reflected the attitude that people venturing into the wilderness took their lives in their own hands (Moss, 1992).

During the past decade however, courts' perceptions of wilderness and related adventure activities changed. This reflected a change in the public's perception. The public's increased exposure to adventure recreation made activities, once considered extra ordinary, commonplace with no perceived risk. This challenged agencies providing adventure recreation to balance the public's demand for adventure recreation with their lack of understanding about the associated risks. This balance came to be known as risk management.

When this concept originated in the insurance industry, the goal was to prepare for the unexpected and if something did happen, hold the negative financial impact to a minimum. However, the field of recreation soon became more participant oriented. McGregor and MacDonald (1989) said the primary goal of risk management was to protect the participant from injuries and the secondary goal was to reduce the possibility of lawsuits should an injury occur.

The importance of risk management to the field of adventure recreation was evident in its top organizations and associations. Organizations such as Outward Bound and the National Outdoor Leadership School created positions within their administrative structures to oversee safety and risk management concerns (Gookin, 1995). Likewise, the Association of Experiential Education instituted an agency accreditation process (Gass & Williamson, 1995). Finally, in 1992 professionals from across the country organized the Wilderness Risk Managers Committee in order "to share resources and establish a communication network" (Gookin, 1995, back cover). This committee now sponsors an annual conference.

During the past two decades many adventure professionals saw the necessity of risk management and tried to share this with others in the profession. Voluminous amounts of information about the subject were distributed throughout the profession via journal articles, presentations, and books. However, explanations of some risk management practices varied from author to author. Thus, understanding different recommendations and implementing all of this information became a large task for an agency administrator and staff. In addition to the author's varying explanations, each agency administrator interpreted the recommendations differently. Because of this interpretation, Ewert (1984) stated that the subject of risk management was "questionable and worthy of investigation" (p.27). Ford and Blanchard (1993) also expressed concern when they said that because of the complexity of this

issue, administrators may decide not to offer an activity, or worse, they may offer it without completing the risk management recommendations.

Professional literature discussed the importance of risk management practices and provided information to help implement these practices. However, what was written in journals and books may or may not have taken place in actual agency practices. In an attempt to provide additional information to this growing area of interest, the focus of this research project was to determine the risk management practices of adventure recreation agencies in the setting of higher education.

PURPOSE AND PARAMETERS OF THE STUDY

This paper was not intended to be a how-to guide for managing risks in an adventure program. In the researcher's opinion, the field was well saturated with this information. The purpose of this paper was to provide a snapshot of the actual risk management plans currently used by university or college based adventure recreation agencies, and identify possible relationships between agency demographics and risk management techniques.

The information in this paper was gathered from the immediate administrators of adventure recreation agencies based in colleges and universities throughout the United States. Further, the criteria that these agencies needed to meet were that they provided leadership, coordination, or structure to adventure activities. The author chose to use the "leadership, coordination, or structure" criteria because it described the agency's involvement in the activity and was open to very little misinterpretation. Although this study may be helpful to agencies that lie outside of these parameters, its data does not represent these agencies.

METHOD OF CONDUCTING THE STUDY

In reviewing the literature concerning risk management, it was discovered that little research had been done. So, in many instances the author was breaking new ground including the development of the survey instrument and statistical analysis.

The names and addresses of the immediate administrators where gathered from the first addition of the Outdoor Recreation Resource Directory & Data/Resource Guide (Webb, 1991) and the 1997 Recreational Sports Directory (National Intramural-Recreational Sports Association, 1997). Between these two sources, a list of 652 agencies that claimed ownership of an adventure program was generated. The entire population was surveyed so that differences amongst programs of different location, size, and administration could be detected.

As stated earlier, the author developed the survey. Numerous resources were used starting with a review of literature to determine the survey questions. The format of the questionnaire was modeled after Janosik and Anderson's (1989) "Alcohol Risk Management Survey." Finally, once the survey was completed, it was reviewed by the author's thesis committee at Southern Illinois University and a panel of experts from the field of risk management in adventure programming. This panel checked the survey content for clear and unambiguous terminology, usefulness of information, and overall reaction to the tool. Suggestions and critiques were used to refine the survey so that the population easily and appropriately interpreted it. When finalized, the survey contained 27 Likert scale questions and 11 check lists that gathered information concerning agency policy and procedure. There were also nine questions that gathered demographic information.

The analysis of the data began by reporting the frequency and percentile scores for the Likert Scale questions, checklists, and demographic information. For the second phase of analysis, the Likert Scale questions were divided into four categories: Agency Guidance, Staff Development, Participant Education, and Written Documentation. These categories were considered the dependent variables while the demographic data were considered the independent variables. A MANOVA test was initially used in this analysis to objectively identify significant differences in the dependent variables when the comparisons were done amongst the responses to each independent variable. Once it was determined that there was no category interrelationship, ANOVA tests were used with the level of significance set at .05. In short, the analysis was looking for the relationship between demographic information and the agencies' preferences in using the categories.

THE RESULTS

The results of the survey are detailed in this section. In the original survey, the questions were categorized according to whether the question dealt with policies or procedures. This was done in order to reduce the confusion of bouncing between the two. Here the questions are presented according to the categories mentioned above. This allowed for an easier explanation of the reasons for grouping the questions and the effects of the demographic information. **The numbers at the end of each bar in graphs represented percentages of each response. The "M=" in each graph's key were the mean response for the statement.** The responses to some statements may not equal 100%. This was due to a lack of response to the statement. The mean was based on 1 representing "always" or "strongly agree" and 4 representing "never" or "strongly disagree."

PROGRAM DEMOPGRAPHICS

This section will illustrate the general makeup of the population that responded to the survey.

1. Institution funding:

Public	72.1%
Private	21.3%

1. Our agency is housed within a(n):

Campus Recreation Services	45.6%
Student Union/Center	30.9%
Academic Department	13.2%
Other	5.9%

2. Enrollment of our university/college:

Less than 10,000	51.5%
10,001 to 20,000	24.3%
20,001 to 30,000	11.8%
More than 30,001	8.8%

3. Number of full-time employees working in our adventure recreation agency:

Zero	19.9%
One	40.4%
Two	24.3%
Three or more	11.8%

4. Number of part-time employees working in our adventure recreation agency:

Zero to Five	43.4%
Six to 10	14.0%
11 to 15	11.8%
16 or more	26.5%

5. Type of institution:

Community college	3.7%
College or university	91.9%

6. Annual number of agency-participant contact days in the field: **Responses were too numerous and varied to report within the limits of this paper. Answers ranged between 2 and 20,000 days with the median answer being 213**

7. Region in which your institution is located:

Northeast	10.3%
Middle Atlantic	16.9%
Southeast	10.3%
Great Lakes	13.2%
South Central	8.1%
Northern Plain	5.1%
Rocky Mountains	16.2%
Pacific	14.0%

The regions were broken down as follows:

Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont

Middle Atlantic: Delaware, District of Columbia, Maryland, New Jersey, North Carolina, Pennsylvania, South Carolina, Virginia, and West Virginia

Southeast: Alabama, Florida, Georgia, Kentucky, Mississippi, and Tennessee
Great Lakes: Illinois, Indiana, Michigan, Ohio, and Wisconsin
South Central: Arkansas, Kansas, Louisiana, Missouri, Oklahoma, and Texas
Northern Plains: Iowa, Minnesota, Nebraska, North Dakota, and South Dakota
Rocky Mountains: Arizona, Colorado, Idaho, Montana, New Mexico, Utah, and Wyoming
Pacific: Alaska, California, Hawaii, Nevada, Oregon, and Washington

INITIAL QUESTION

The initial question of the survey was answered by all of the respondents. By responding yes, they met the criteria for the survey and were asked to complete the survey. If they responded no because they didn't meet the criteria, they were asked to return the survey with only the initial question answered.

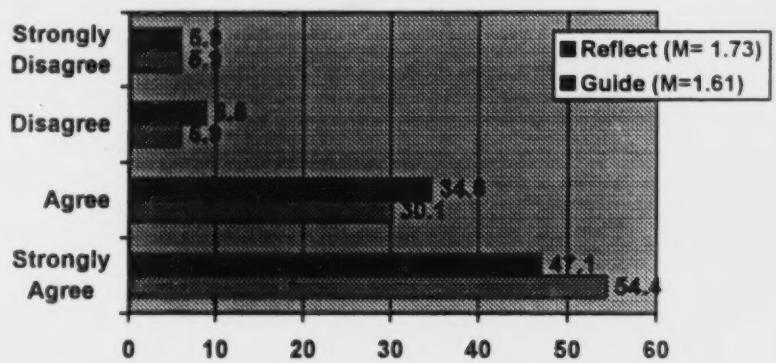
1. Does your agency provide leadership, coordination, or structure to adventure recreation activities?

Yes	63.6%
No	36.4%

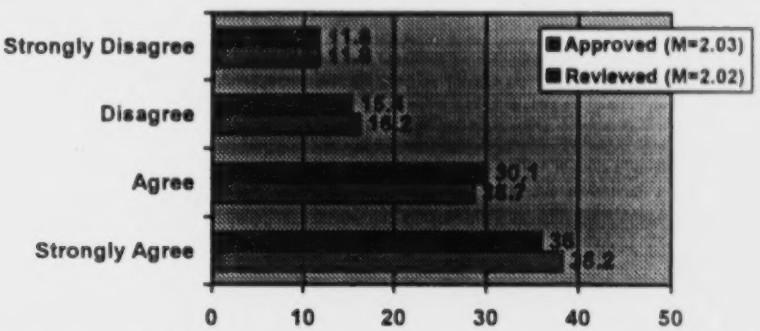
AGENCY GUIDANCE CATEGORY

The questions for this category were grouped together because they refer to the operation of the agency at the organizational level. Some questions were combined on the same graph to emphasize a comparison.

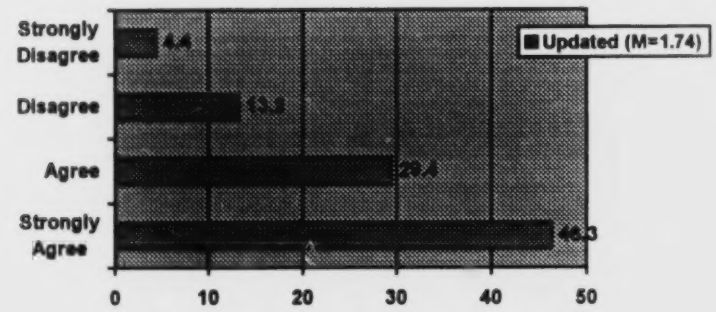
1. Our agency has risk management policies that help to guide its operation.
2. Our agency has risk management policies that reflect our agency's mission statement.



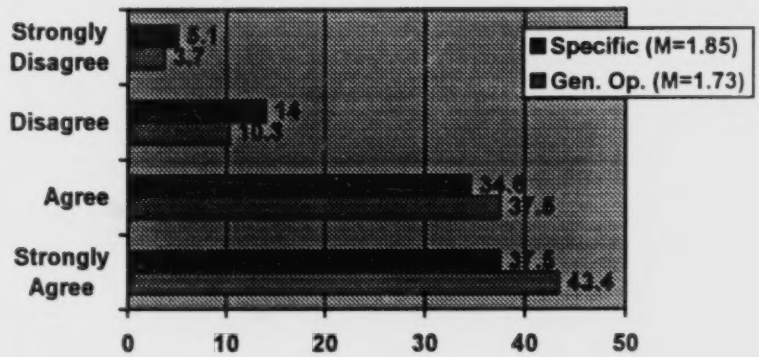
3. Our agency has risk management policies that have been *reviewed* by our institution's risk management department or legal council.
4. Our agency has risk management policies that have been *approved* by our institution's risk management department or legal council.



5. Our agency has risk management polices that have been updated since their development.



6. Our agency has risk management polices for its general operation.
7. Our agency has specific risk management policies for leading an activity or event.



Checklist for question 6 - These management policies included:

Personnel qualifications	Yes	80.1%	No	14.7%
Participant requirements	Yes	72.8%	No	20.6%
Emergency action plan	Yes	77.9%	No	18.4%
Organizational structure	Yes	71.3%	No	22.8%
Employee-participant interaction	Yes	65.4%	No	26.5%
Activity specific operating procedure	Yes	74.3%	No	21.3%
Program evaluation	Yes	71.3%	No	22.8%
Employee evaluation	Yes	69.9%	No	23.5%
Program design	Yes	66.9%	No	25.0%
Vehicle usage	Yes	78.7%	No	16.9%
Program equipment use by staff	Yes	71.3%	No	22.1%

Checklist for question 7 - These policies for leading an activity or event included:

Specific employee requirements	Yes	75.7%	No	18.4%
Specific participant requirements	Yes	63.2%	No	30.9%
Operating procedures for activity	Yes	71.3%	No	22.1%
Equipment requirements	Yes	72.8%	No	20.6%
Site selection	Yes	64.7%	No	25.7%

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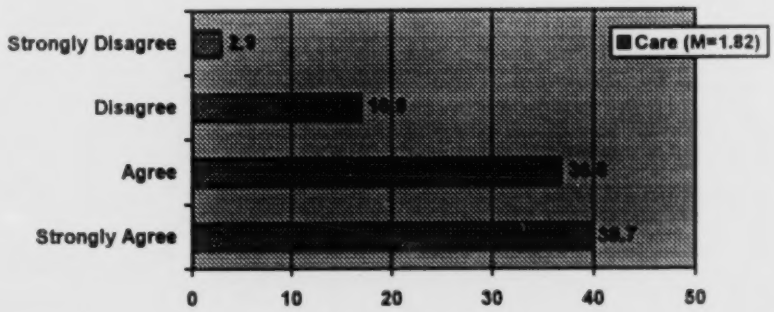
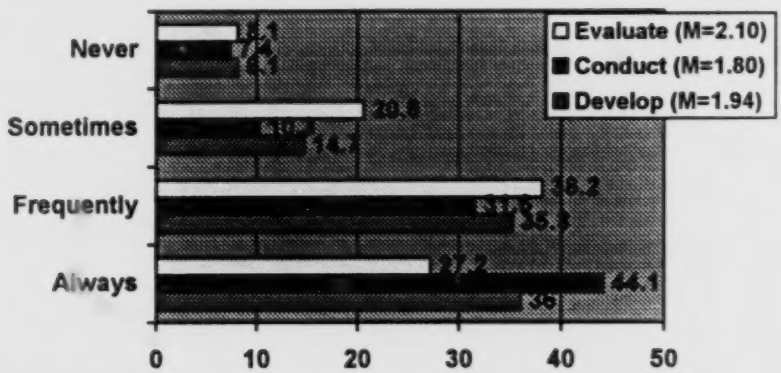
8. Our agency has risk management policies that define the agency's standard or care owed to the participants.



9. Our agency uses a systematic process to include risk management procedures when *developing* an activity or event.
10. Our agency uses a systematic process to include risk management procedures when *conducting* an activity or event.
11. Our agency uses a systematic process to include risk management procedures when *evaluating* an activity or event.



When an analysis of the data was done to identify a relationship between the demographics and statements in this category, the following was found.

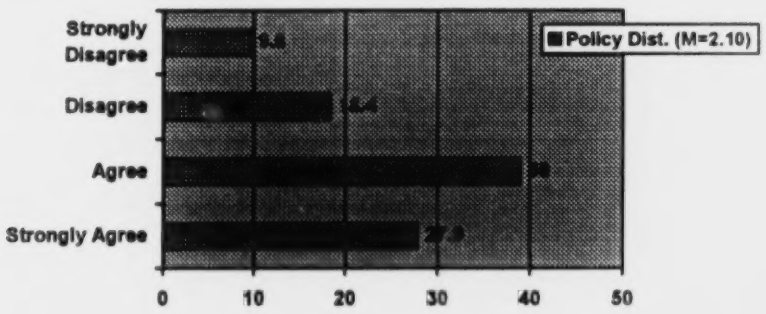
Institutional funding	None
Agency housing	None
Enrollment	None
Full time employees	None
Part time employees	None
Type of institution	None
Contact days	Yes, at .003 sig. W/ alpha = .05*
Geographic region	None

*The relationship identified: Use of agency guidance practices decrease as number of contact days increase (B = -.805).

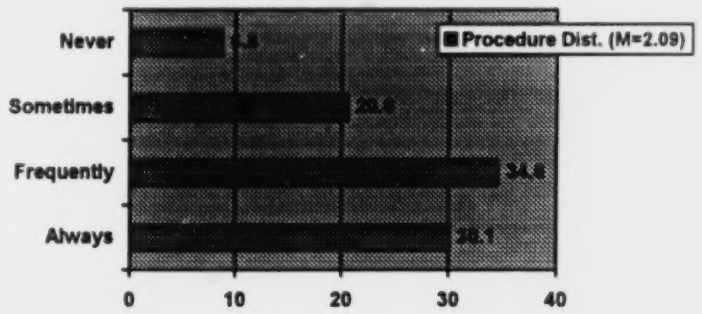
STAFF DEVELOPMENT

The questions for this category were grouped together because they referred to the development of the employees that operate the adventure activities. Some questions were combined on the same graph to emphasize a comparison.

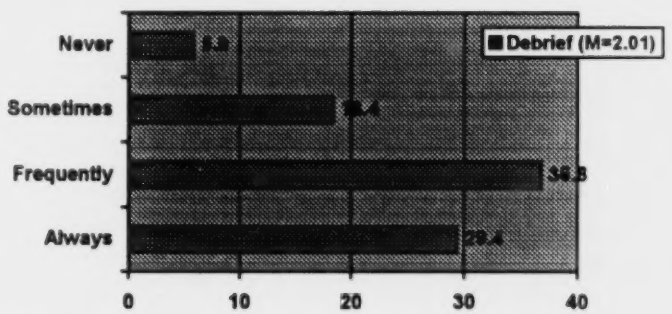
1. Our agency has risk management *policies* that are systematically distributed to agency staff.



2. Our risk management *procedures* are systematically distributed to agency staff.



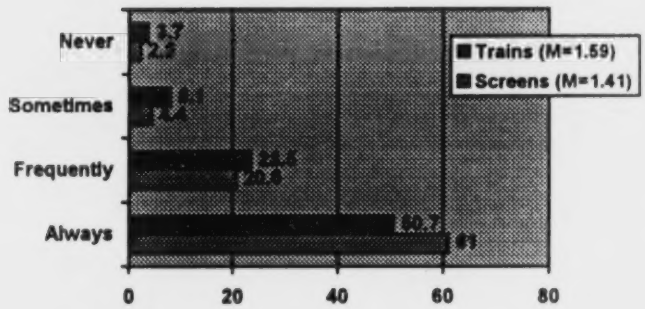
3. Our agency debriefs the staff after each activity.



Checklist for question 4 – A debrief includes:

Discussion of incident reports	Yes	71.3%	No	16.9%
Evaluation of activity site	Yes	75.0%	No	14.7%
Evaluation of equipment	Yes	75.0%	No	14.7%
Self & peer evaluation	Yes	69.9%	No	19.9%
General evaluation of activity	Yes	81.6%	No	9.6%
Suggestions for the future	Yes	79.4%	No	11.8%

4. Our agency screens staff members for their abilities and/or competencies.
5. Our agency provides training for staff members.



Checklist for question 5 – This screening process includes:

Interviews	Yes	83.8%	No	8.1%
Reference checks	Yes	64.0%	No	23.5%
Certifications	Yes	78.7%	No	13.2%
Observation of skills	Yes	80.1%	No	12.5%
Written test of knowledge	Yes	21.3%	No	62.5%

Checklist for question 6 – Staff training includes:

CPR	Yes	68.4%	No	22.8%
First aid	Yes	69.9%	No	21.3%
Basic activity skills	Yes	78.7%	No	14.7%
Advanced activity skills	Yes	55.9%	No	33.8%
Equipment usage	Yes	79.4%	No	13.2%
Equipment repair	Yes	57.4%	No	33.8%
Group facilitation	Yes	72.1%	No	20.6%
Search and rescue	Yes	28.7%	No	60.3%

When an analysis of the data was done to identify a relationship between the demographics and statements in this category, the following was found.

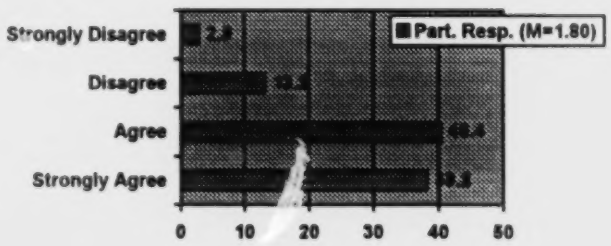
Institutional funding	None
Agency housing	None
Enrollment	None
Full time employees	None
Part time employees	None
Type of institution	None
Contact days	Yes, at .006 sig. with alpha = .05*
Geographic region	None

* The relationship identified: Use of agency guidance practices decrease at number of contact days increase (B = -.408)

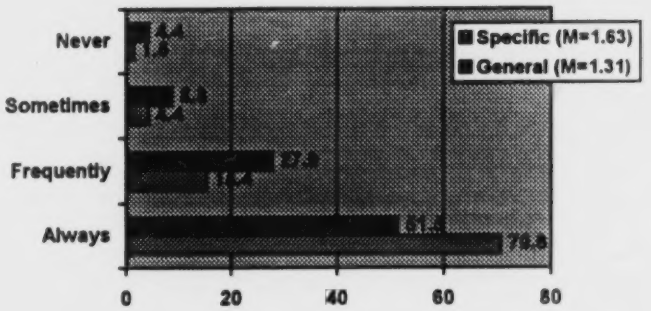
PARTICIPANT EDUCATION

The questions for this category were grouped together because they refer to agency's attempt to educate the participants about the risks associated with adventure activities. Again, some questions were combined the same graph to emphasize a comparison.

1. Our agency has risk management policies that define the responsibilities of the agency's participants.



2. Our agency informs participants of the *general* risks associated with the adventure recreation prior to participation; e.g. possible injury, dismemberment, disability, or death.
3. Our agency informs participants of the *actual* risks associated with the specific adventure activity or event prior to participation; e.g. snake bites, falling rocks, and skin irritations from poisonous plants.



Checklist for question 2 – This information is provided through:

Pre-trip group meeting	Yes	83.1%	No	12.5%
Pre-trip individual meeting	Yes	31.6%	No	52.2%
Photographs or slides	Yes	25.0%	No	58.8%
Printed documents	Yes	88.2%	No	8.8%
Video	Yes	15.4%	No	65.4%
Verbal explanation	Yes	84.6%	No	9.6%

When an analysis of the data was done to test for the effects of demographics on this category, the following was found.

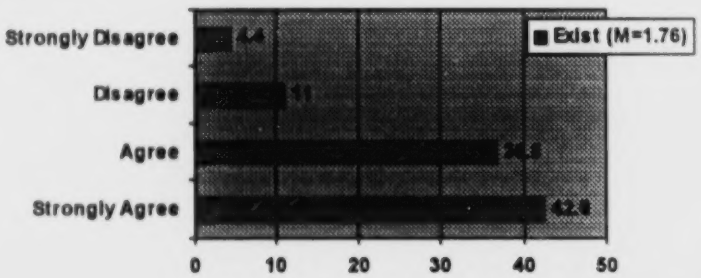
Institutional funding	None
Agency housing	None
Enrollment	None
Full time employees	None
Part time employees	None
Type of institution	Yes, sig. = .044 w/ alpha = .05*
Contact days	Yes, sig. = .013 w/ alpha =.05**
Geographic region	None

* The relationship identified: Four-year college and universities use of participant education was higher than community colleges. There were a small number of community colleges responding which raised the question of whether or not they accurately represent their population (Estimated marginal means: community colleges = 2.8545 and college/university = 4.9263).
** The relationship identified: Use of agency guidance practices decrease at number of contact days increase (B = -.205).

WRITTEN DOCUMENTATION

The questions for this category were grouped together because they referred to the agency's attempt to minimize risks by maintaining written records of agency operation. Again, some questions were combined with others to emphasize a comparison.

1. Our agency has risk management *policies* that exist in written form.



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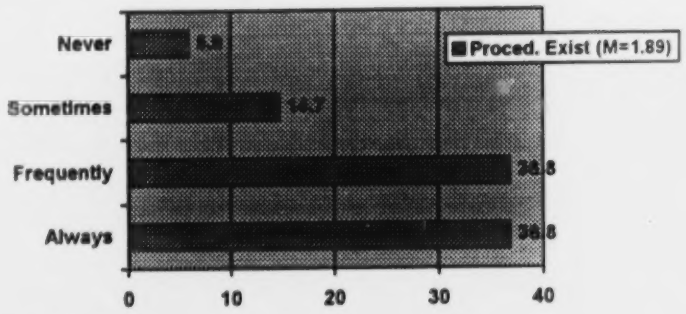
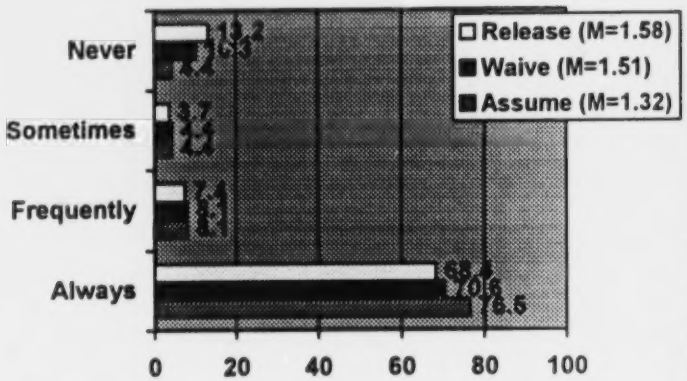
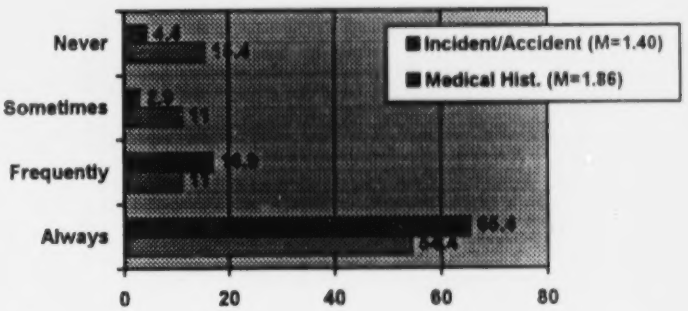
2. Our risk management *procedures* exist in written form.



3. Our agency uses documentation requiring the participant's signature to record his/her *acknowledgment of inherent risks* associated with participation (he/she understands the risks associated with the activity and agrees to accept them).
4. Our agency uses documentation requiring participant's signature to record his/her agreement to *waive the right to sue our agency* should he/she be injured during participation in an agency activity or event.
5. Our agency uses documentation requiring participant's signature to record his/her agreement to *release agency and staff from responsibility of wrong doing* should he/she be injured during an agency activity or event.



6. Our agency obtains a medical history form from participants for an activity that is off site or above the participant's average daily level of exertion.
7. Our agency uses incident/accident forms.



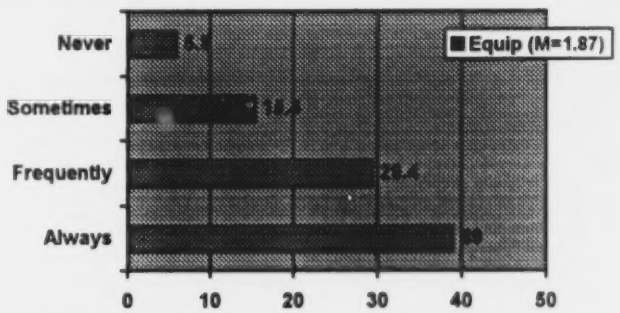
Checklist for question 6 – The medical history document includes:

Insurance carrier's name	Yes	57.4%	No	24.3%
Emergency contacts	Yes	73.5%	No	9.6%
Physical examinations	Yes	14.0%	No	64.0%
Past medical history	Yes	60.3%	No	19.1%
Current medications	Yes	71.3%	No	11.0%
Emergency medical treatment authorization	Yes	48.5%	No	30.1%

Checklist for question 7 – A debrief includes:

Injuries	Yes	88.2%	No	5.9%
Illness	Yes	68.4%	No	20.6%
Evacuations	Yes	73.5%	No	17.6%
Altercations with public	Yes	47.1%	No	40.4%
Altercations within group	Yes	45.6%	No	42.6%
Near misses	Yes	55.9%	No	28.7%

8. Our agency's equipment usage is documented.



Checklist for question 8 – The information that is documented includes:

Each use	Yes	58.8%	No	27.9%
Repairs	Yes	60.3%	No	22.8%
Damages	Yes	66.9%	No	17.6%
Repairs	Yes	69.1%	No	17.6%

Checklist for question 8 – Equipment that receives usage documentation:

General camping	Yes	52.2%	No	27.9%
Climbing/mountaineering	Yes	59.6%	No	14.0%
First aid kits	Yes	59.6%	No	19.9%
Watercraft	Yes	39.7%	No	27.2%
Skiing	Yes	27.2%	No	33.8%

When an analysis of the data was done to test for the effects of demographics on this category, the following was found.

Institutional funding	Some, at .203 sig. w/ alpha = .05*
Agency housing	None
Enrollment	None
Full time employees	None
Part time employees	None
Type of institution	None
Contact days	Yes, at .000 sig. w/ alpha = .05**
Geographic region	None

* The relationship identified: Private school use of written documentation was higher than public but only marginally so (Estimated marginal means: private = 14.5547and public = 13.1737).
** The relationship identified: Use of agency guidance practices decreased as number of contact days increase (B = -.716).

CONCLUSSION AND RECOMMENDATIONS

When one looked at the data presented, the message was clear that agencies which responded positively, either with a one or two, to the Likert Scale questions far out numbered those that responded negatively. Further still, the responses to the checklists were also positive. Since this instrument was designed using the literature and suggestions written by experts in the field of adventure risk management, this led to the conclusion that agencies were in agreement with the experts' recommendations.

In reviewing the data concerning the relationship between demographics and the four categories, some commonly held beliefs were shown to have no credence. Agency housing, institutional enrollment, number of full-time employees, number of part-time employees, and geographic region were shown to have no relationship with any of the categories. Thus, the use of techniques did not differ in these categories for private or public schools, agencies run by part time graduate students or seasoned professionals, those housed in student unions or recreation centers, or east coast agencies or west coast agencies.

The number of agency contact days appeared to have an effect on each of the categories. Upon further examination, it was found that the more participants the agencies had the more likely the use of risk management practices decreased. The type of institution had a definite effect on participant education. Finally, institutional funding had a marginal effect on the use of written documentation.

In the Results section of this paper, the data was presented in such a way as to make some comparisons between questions evident. If the reader did not notice these comparisons, please review the past section and look for information such as:

- agencies that frequently or always use incident/accident reports outnumber those that use medical history forms by 16.9 percentage points
- agencies that always or frequently have systematic ways of including risk management into conducting an activity outnumber those that responded similarly to including risk management into evaluating an activity by 10.3 percentage points.

There are also many observations that can be made by comparing questions that have been put into different categories. When a positive response was referred to it meant an answer of one or two on the Likert Scale.

1. The existence of risk management policies *versus* having the policies reviewed and/or approved by the institution
    - 84.5% responded positively to the existence of risk management policies that guide agency operation
    - 66.9% responded positively to having the policies reviewed by the institution that would have to defend the agency in court and 66.1% responded positively to the institution approving the policies.
2. The existence of risk management policies *versus* the existence of policies in writing *versus* the systematic distribution of policies to staff.
    - 84.5% responded positively to the existence of risk management policies that guide agency operation
    - 79.5% responded positively to the existence of policies in writing
    - 66.9% responded positively to the existence of systematic ways of distributing the policies to staff
3. Risk management procedures exist in written form *versus* the systematic distribution of procedures to staff.
    - 73.6% responded positively to the existence of risk management procedures in written form.
    - 64.7% responded positively to a systematic way of distributing the procedures to staff.
4. Use of acknowledgement of risk *versus* a waiver *versus* a release *versus* an incident/accident form *versus* a health form

- 84.6% responded positively to using an assumption of risk form
- 78.7% responded positively to using a waiver
- 75.8% responded positively to using a release
- 82.3% responded positively to using an incident/accident form
- 64.4% responded positively to using a medical history form

Hopefully, the author was not the only one to notice discrepancies in this data. By far, however, the researcher felt that the most significant find in the analysis of the data was that use of risk management practices decrease as participant contact days increased. To the researcher this meant a few things. First, agencies were exposing large numbers of participants to risks. Second, it appeared that agencies needed to examine their priorities in the areas of participation and safety as this raised the question of whether or not agencies are upholding their obligation to the participant safety or to the agencies participation numbers.

This research established bench marks for the industry. The administrators reported that the risk management practices suggested by industry experts are by-and-large in place. However, Ian McGregor (personal communication, March 1997) stated that although this study was valuable, one would only know the actual risk management practices of an agency if an outside party does an objective evaluation. As the researcher analyzed the data, the truth of this statement became more evident. Many agencies did, indeed, lack the systematic approach that Meir (1985) said was so important. It is necessary to lace these individual pieces together into an integrated mode of operation rather than sheets of paper in a notebook sitting on the shelf.

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SUMMARY OF STUDENT SESSIONS

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Student Sessions- I.C.O.R.E. 1998:

There where two student specific sessions at this years I.C.O.R.E. conference. With roughly 40 students in attendance the turn out was good for both sessions. With the addition of about 7-10 professionals assisting each sessions a great deal of good information was offered to students and young professionals. The first session focused on meeting some of the professionals and hearing their "success stories"; while the second sessions was more focused on internships and positions available for students, resume' preparation tips, awareness and importance of certifications, and seeking the "best" job for you.

Summary of first session:

With the great assistance of the following professionals the students gained a better understanding of how each person got where they are today:

Lynn Zwaagstra- Georgia Tech.
Troy Young- Old Miss University
Mat May- Indiana University
Kurt Merrill- Student Conservation Association
Shana Tarter- Wilderness Medicine Institute
Brian Wilkinson- University of Utah
Mikal Belicove- Outdoor Network
Russell Parks- Miami University
Tina Carter- Southwest Texas University

Topics of discussion included educational tracks, training histories, previous internships, graduate assistantship or past jobs. Each professional discussed how they got where they currently are, certifications that they felt important, how associations helped them, and the importance of networking.

The second session included may of the professionals listed above along with the following professionals:

Kurt Hanh- Military Representative from Germany
Justin and Justin- NOLS (National Outdoor Leadership School)
Scott- SCA (student Conservation Association
Patsy Kott-Texas A&M University
Chris Burnett-Texas A&M University

At this session many of the representatives listed jobs they currently offered to students and discussed the opportunities that existed beyond a intern position.

So many good ideas where passed during the two sessions. Some of the highlights for students and young professionals are included below:

Job Experience:
It is very important to gain as much experience as possible while in school. There are so many incredible opportunities that exist for students to complete internships, field studies, research assistants, or graduate assistantship.

Continuing Education:
It as also recommended by many of the professionals to continue your learning track even after graduation. There are many ways to continue your growth and educational after leaving a school. One of the best ways to do this is through certifications, continuing education classes at school/universities, attending training sessions and teaching the skills you know to others.

Certifications:
There are so many certifications and certifying bodies out there that many times it can be confusing. It is important to research the company giving the certification, where it is valid, for how long, and if it recognized by any other groups. IT is also important to contact the places you want to work and find out what certifications they prefer. For example a guide on the east coast may need different certifications than a guide on the west coast.

Associations:
Obviously attending the CORE conference you understand the importance of associations and the great opportunities they can provide to students and professionals. One very important asset for members of associations is the value of networking. Networking provides individuals with the opportunity to meet people who carry the same passions you do, provides you with connections for research and current information about you respective industry, along with an incredible support system filled with people you can trust to provide you experienced answers to questions. Another great value of associations is you can stay current with the changing trends in the industry. Many times as rules or guidelines change the path of communication may be slow, association involvement can increase the awareness time dramatically. This can help you be the best prepared that you can be.

Resume'- Job Search
Completing a good resume is important. If you have done the work and you have the experience then you are ready to start searching for that perfect job for you!! Often times a portfolio is needed for a job. This can consist of certifications, letters of recommendation,

related job experience records (i.e. trip flyers or previous groups), and a resume. It was recommended by many of the professionals to have other people look over your portfolio or resume' before sending it out. Get opinions of those you respect in the field you are looking into. Use your networking to get opinions.

Last piece of advice-
When you go to look for a job- remember you should interview them as much as then interview you. You need to be a fit for them as much as then need to fit you. Look at what you really want in a job- location, daily routine, personal contact, additional training, and last but not least pay. If it is not a good fit for you then you are not growing as a person or a professional which will not help you or them in the long run.

What AORE can offer:
Right now is a really exciting time to be a student in AORE. There are so many students that what to stay involved in AORE and there are just as many professionals that want to help them do just that. Currently AORE is adding a student committee filled with member from all over the United States. Each year a student representative is selected to sit as a voting member at the AORE Board meetings. This person is the voice of the students. The students committee is working on a student web page to provide students with up to date information on jobs, networking , conferences, certification dates, mentoring match-ups and a resume' review. Please feel free to contact me at the number at the beginning of this paper for any further information.

The Twelfth International Conference On Outdoor Recreation
Fort Walton Beach, Florida
October 21-23, 1998

MOUNTAIN BIKE RENTALS, SALES AND REPAIRS THE BASICS FOR STARTING A BIKE PROGRAM

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The Twelfth International Conference On Outdoor Recreation
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MOUNTAIN BIKE RENTALS SALES AND REPAIRS

THE BASICS FOR STARTING A BIKE PROGRAM

At NAS Whidbey Island, WA the bike business had far exceeded the Outdoor Recreation Center (ORC) expectations! The ORC still has room for growth in bike rentals, sales, and programs. People are coming to them because they like their service, product and price.

Total commitment toward creditability is always required to obtain a worthwhile goal. You will be investing a lot of time, wages, supplies and equipment to start a successful program. As with everything you do, you need the support of your patrons, staff and supervisor to achieve the objective. This article will in no way give you all the information you will need, although the information will give you a good start on your quest to becoming a first rate bike rental, sales or repair shop.

Get a person trained and certified in bicycle repair.

Your patrons will be able to tell if you have employees that are excited and involved in the sport. Your staff's enthusiasm will show. Try to get a person that already loves bikes, rides bikes, and likes to work on them trained and certified as a bike mechanic. Hopefully you will have someone on staff with those qualifications. Whoever you employ you will want them to stick around if they are good. During your biking season your mechanic may be spending 80% of their time on bike rentals, repairs and sales. To keep them you may have to offer full time employment. In the winter months and during slower times you could use them in different areas. An example would be cross training them as a ski and snowboard mechanic, or have them repair other gear and work as an attendant checking out and selling outdoor gear.

Research.

Do retail price and component comparisons between all brands and models of bikes. Read bicycle magazines with performance reviews and comparisons. Get customer feed back on what they perceive as the best brands. Ride as many different bikes as possible. Visit as many bike shops as you can, see if they offer bike repair and rentals. Try to figure out how they operate and how their shop is set up. Compare prices, bikes and accessories. Attend a local trade show. Better yet, go to the INTERBIKE industry trade show, all most all of the bike and bike accessory companies will be there. At trade shows you can buy gear at wholesale cost, get the opportunity to see and touch new

products, get technical specifications, advice and best price. The more information you have the better your decisions and your chances of buying the wrong or bad product will be minimal.

Find out were and what kind of riding opportunities are available in your area. Do you have adequate staff? Will it be possible to hire an extra employee if the bike business really takes off? After this, determine what image is good for your shop and how you envision your future operations.

Contact the bicycle companies to get a dealership.

Being a dealer will get you the best price for your rental bikes and related equipment. Getting a dealership will also will take up a lot of your time.

You first need to find out who has dealerships in your area, and what brand of bikes and accessories they carry. Next, start calling companies to find out if they are interested in selling to you. Initially, do not contact companies who have dealerships near you.

You may not be able to get a dealership from the company you prefer. Do not worry about it, or waste your time. Just move on. There are a lot of good companies out there.

Some companies will try to get you to buy from their nearest dealer. If they refer you to their nearest, friendly bike shop, tell them you want to open a dealership and buy wholesale. In any case ask for a price list and catalog for future reference and price comparisons.

If a company is interested, they will give you a regional sales representative who will usually make the decision to sell to you or not. They do not have to sell to you. They can be real protective of their sales area and current dealers. In a small town you will not find two bike shops carrying the same brand of bikes. Most companies do not want to over saturate their sales area.

When you talk to company or a sales rep. they may ask if you are considering another brand, tell them if you are and that you will choose the one that you think is the best for your shop and patrons. This helps motivate some reps. to speed up the process.

When communicating with companies and reps. be prepared to answer some questions such as:

- "*What town and state are you in*?" They want to put you in contact with their area sales representative. Once a rep. contacts you, you generally work through the rep. They are usually the ones who decide if you get the dealership.
- "*Do you currently sell, rent or repair bikes*?" They want to know your experience level, and what your business is. This is a good opportunity to tell them your strong points. Almost always you need to persuade them to sell to you.
- "*What are some of the other products or services you offer*?" If you sell or rent out chairs, tables, trailers, horseshoes and such, it is best not to mention it. They may not want their product in a shop that can be associated with a different lifestyle or image than theirs. Look at their catalogs and ads in the magazines. This is the type of image they are selling and looking for.

- "*How much square footage do you have*?" They want to know if you have enough space to display and service their product.
- "*Do you have a well equipped area, adequate tools and supplies to work on bikes*?"
- "*Do you have a good bike mechanic*? "*What are the mechanic's qualifications and work experience*"? They want to know if you have the tools and expertise to offer good customer service. You can have the most expensive, state of the art, bike in the world, but if it is improperly assembled or maintained its value is greatly diminished and if a person is hurt on it both you, and the manufacturer, may be held liable.

Before they open you as a dealer, a sales rep. may visit your shop to see if he or she thinks it meets the company's standards and image. Get to know your rep. and make an effort developing a good working relationship with them. They want you to be successful and they can help you.

After you get your account number and meet the minimum initial order, you are in business.

Rentals and Sales

If you can, buy two grades of rental bikes, one low end model and one with suspension in the mid range of the product line. Your customers who ride the bikes and have a good time will know you carry a good product. Every time you rent, and the customer has a memorable experience, you have built confidence and creditability in the bike and your staff.

If you get a dealership and intend to sell bikes, rent the same brand of bikes, this gives the customer the chance to try, before they buy. You do not need a floor full of bikes to sell them. You should be able to special order bikes for your customers. Special orders will keep your inventory down. The downside to special orders is missing a lot of sales from people who want their bike now. For customers who are ready to purchase immediately, direct them to the nearest bike specialty shop. The ORC has had only one new bike on the floor. This bike was on their inventory because the company double shipped an order. The ORC accepted the double order and sold the bike with in two months. The bikes will sell.

If a person rides one of the rentals and really likes it, you may suggest that they consider buying their own. The reasoning is, that if you rent a bike for $20 a day and rent it 15 times your cost of having fun was $300. For about $300 you can get a good entry level bike, ride more and whenever you want, with out the hassle of renting. The sales person should also recommend some higher end bikes with better components to give the patron some purchasing options. After they choose the bike they want, remind them of some needed accessories. A helmet, water bottle cage, pump, saddle bag, lock, multi-tool etc. can be sold with the bike. Following the sale offer a free tune-up after the bike has been broken in. Offer replacement or refunds if the customer is dissatisfied with the product or service. If you give the customer a refund in most cases

you will not be out any money. You just discount the item. Even if you have to sell it at cost your loss will be minimum.

Repairs

Mountain bikes break. Bike repairs are a valuable customer service, most people do not have the skill, knowledge, time, desire or special tools required to safely repair their bikes. A repair service will give you increased revenue in sales. Almost every time a customer brings a bike in for repair, they are going to need some new parts. You will also find yourself installing new accessories and up graded components for those who want to improve their bikes performance or comfort.

Programs

To help promote your shop you can offer bike tune-up clinics for free, or for a minimal price. Once a person learns to repair their bike they can save money by not having a shop mechanic repair their bike, but they also need to purchase tools, parts and perhaps some repair manuals.

If you have a good location and a good pool of volunteer help, you can hold some races. Races are a source of good will, free publicity and a lot of work. Send a news release prior to the event, advertise in the local sporting publication, at bike shops and clubs. During the race take plenty of pictures and notes and write an interesting story for the local news paper. Better yet get a reporter to participate in the race and write about their personal experience. Give out plenty of prizes and racer packages. Don't forget to give out *freebies* and thank you notes to all of your volunteers. Don't forget races mean broken bikes and the need for faster, better bikes.

Look for opportunities at special events. If you have some nice bikes and accessories bring them out with brochures of your operation. Look for places that people can demo your bikes at the events.

Be the Source

It is important your customers trust you and your judgment. Always believe in, use and stand behind your product. Make sure your staff is well trained in technical skills and customer service.

Become known as *the source*, strive for credibility in your sales and rentals. Build excitement by having bike races and group rides. Offer free bicycle clinics in bike fitting, changing and adjusting brakes, adjusting derailleurs, repair and maintenance, etc.

Above all, connect with your patron. Relate to them by listening, being a biking advocate by riding and having fun. Just like your patrons do!

RESOURCES AND CONTACTS

United Bicycle Institute (UBI). Training and certification for bike mechanics. For more information on UBI try http://www.bikeschool.com/info.htm, or call (541) 488-1121.

International Tahoe Fat Tire Festival & Demo on Dirt, North Lake Tahoe, CA (916) 581-1800. This is an event with the opportunity to try out different bikes.

Get a subscription to *Bicycle Retailer & Industry News*, by calling (505) 988-5099. This is a trade magazine devoted to bicycle shops. Bicycle Retailer will help keep you up to date with articles on new products and product reviews, bike sales, rentals, liability, risk management and technical information.

The National Bicycle Dealers Association. Information and advice on how to operate a bike shop (714) 722-6909.

USA Cycling, Inc. Educational and training programs, advice on race planning, racing, officials and mechanics license. USAC is associated with NORBA (mountain bike racing), USCF (road and track racing) and NCCA (collegiate racing).
International Tahoe Fat Tire Festival & Demo on Dirt, North Lake Tahoe, CA (916) 581-1800

Trade Shows

INTERBIKE, Las Vegas. (800) 381-2453.

INTERBIKE-EAST, Philadelphia, PA. (714) 376-6161.

Eurobike, Friedrichsh, Germany. 49 754 1708 0.

IFMA Bike Show, Cologne, Germany. 022 1 821 2553.

Southern California Bicycle Expo, Los Angeles, CA. (818) 597-0030. E-mail: info@bikeshow.com.

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SUCCESSFUL ADVENTURE RECREATION PROGRAMS FOR AT-RISK YOUTH

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ABSTRACT:

This paper explains a partnership at Clemson University that was developed between the Department of Parks, Recreation & Tourism Management and the S.C. Four-H Leadership Centers in cooperation with the Clemson Outdoor Recreation and Education program, to serve the needs of youth in the state of South Carolina. The mission and goals of the participating groups are presented.

Partners:

1. Clemson Outdoor Recreation & Education Program (CORE)
Housed in the Dept. of Campus Recreation under the V.P. for Student Affairs

CORE's History/Purpose
Began in January, 1996
Masters Project turned into reality
To offer recreational and educational trips and workshops to students, faculty and staff at a low cost.

CORE's Program Offerings/Numbers
Sea kayaking, Rock Climbing
Backpacking, Whitewater kayaking
Extended trips, Everglades, Pritchard's Island, Smokies, Steamboat Springs
Approx. 200 participants/semester since January 1996

CORE's Budget/Fees
Minimal charge for trips ranging from
$15 for day trips to $605 for Steamboat Springs ski trip
Fees cover equipment, transportation, leader, and instruction

CORE's Leaders
Volunteers
Faculty/Staff
Unpaid or small stipend/free trip
First aid/CPR trained

2. South Carolina 4-H Leadership Centers: Outdoor Youth Development Program (OYDP)

Goals and Objectives:

1. To develop individual skills to help cope with everyday problems and situations
2. To develop positive self-esteem
3. To decrease recidivism rate through successful completion of the program
4. To help establish links in the community and encourage positive leisure activities

Program outline:

OYDP involves a series of six programs including weekend retreats at camp and two community development visits. The retreats begin on Friday afternoon and conclude on Sunday afternoon. OYDP serves males, ages 11-14, who are non-violent property offenders on probation or parole. OYDP is a partnership between the S.C. 4-H Leadership Centers and the S.C. Department of Juvenile Justice.

Program staff:

The staff consists of college graduates who have a genuine interest in youth. Furthermore, the staff has completed CPR, First Aid, driver safety, adventure and child development training. The ratio of counselors to participants is 1 to 5.

3. S.C. Rural Recreation Project, Parks Recreation & Tourism Management Department

Project Mission Statement

To enhance the quality of life of rural citizens by establishing recreation programs for regions presently without access to public recreation.

Project Goals

1. Enhance the self-efficacy of the participants
2. Assist in developing stronger family units
3. Establish a greater sense of community among the residents
4. Aid in the establishment of a full-or part-time recreation department

The Project

The South Carolina Rural Recreation Project (SCRRP) was established by the Department of Parks, Recreation and Tourism Management at Clemson University in 1991 to provide support and training in recreational services to rural communities around the state. The project is based on the belief that every citizen of South Carolina is entitled to the benefits provided through a comprehensive recreation program. These activities are a viable mechanism for the development of the individual, family, and community, and such programs provide an essential outlet for relaxation and personal enjoyment. The project is designed to assist communities in developing their recreational potential. Technical assistance in recreational development is provided, as well as recreation programs and activities to all residents of the selected communities.

Clemson Expeditions (CE)

Established in May, 1998

Mission - Clemson Expeditions exist to empower groups and individual growth through safe,

high quality, affordable outdoor recreation. Using the outdoors as our "classroom", we nurture and reinforce life skills and the social and interpersonal assets that help us handle the trials we face daily. Clemson Expeditions is a partnership between the S.C. 4-H Leadership Centers and the Department of Parks, Recreation and Tourism Management at Clemson University.

Programs - CE will work with individuals and groups to develop high adventure outdoor recreation activities that will meet the participants goals and objectives. Trips range from daylong adventures to extended overnight outings. Specific offerings include:

Whitewater rafting
Rock Climbing
Sea kayaking
Canoeing
Hiking/backpacking
Snow skiing

Emergency Response Systems for Outdoor Programming

Presentation by
Kurt Merrill , Director
Conservation Work Crew Program
Student Conservation Association, Inc.

Paper Written by
Jay A. Satz, Vice President of Safety and Field Programs
Student Conservation Association, Inc.

Abstract

As outdoor program administrators, we spend a large portion of our time anticipating and managing the risk associated with our programs. Unfortunately, many times we end up focusing our limited time and resources toward developing and enhancing the "in the field" response and neglect investigating and developing a more global organizational response to managing crisis situations. This paper will focus on developing and implementing an organizational Emergency Response System (ERS) that links the folks in the field who are managing a crisis with the resources, expertise, and support of your entire organization.

It is particularly important for folks reading this paper to realize that, although SCA's ERS is large, "national" in scope, and utilizes technological "whiz-bangs", Emergency Response Systems, in their most simplistic form, are relatively easy to implement. The bottom line is, starting an ERS is a matter of investing an appropriate amount of staff time to pull together the documentation - documentation that may already exist in your organization's various handbooks and manuals.

Keeping that thought in mind, the author will discuss the Student Conservation Association's Emergency Response System as a model that provides emotional and logistical support to field staff, manages internal and external communication (media, parents, staff, etc..), and provides a mechanism for incident documentation and tracking. The author will also explore the tools necessary for implementing an Emergency Response System including technology (ESA system, www interface, pagers, cell phones, radios), written plans and protocols (Duty Officer Handbook, ERPs), staff training (Duty Officer system), and evaluation. - Kurt Merrill

Introduction

The key to running a safe and successful experientially based outdoor program is in anticipating and managing risk. This is not, of course, a particularly profound statement. As the final decade of the twentieth century winds down, professional standards in our "industry" for the technical qualifications and proficiency of field staff continue to grow. Training for both staff and program participants is continuing to become more sophisticated, resulting in specific and specialized certifications. Efforts to document protocols for participant medical screening, wilderness evacuations and for the many other activities our programs employ in the field have become so formalized that many of these publications are now available at your local bookstore.

Why is it then, when we are investing so much time, energy and capital into our "in the field" piece of what we do, that so many of us have yet to apply the same resources to developing a formal administrative response to crisis in the field? This question is actually far too easy to answer.

Perhaps the most compelling reality in our industry, the realm of the non-profit, is that when a staff member has an extra hour of time to invest in program safety, it seems most beneficial to put that time into enhancing existing organizational risk assessment and prevention strategies. And when capital resources are tight to begin with, the day to day needs of your program are usually more competitive for your program's extra dollars than the development of an ERS system.

Another reality is that when a business is staffed with a bunch of folks who have field experience, judgment, and savvy, there is a tendency to rely on that staff expertise in a pinch, sometimes at the expense of more formalized planning. As these are the people who have more than likely helped develop the organizational response to a lost participant, or for managing an entire course's evacuation from a forest fire, this seems a reasonable cast of characters on which to rely.

This is how our emergency support system worked at The Student Conservation Association (SCA) for 30 of the last 40 years. Since 1957, SCA has been running backcountry programs in wilderness settings, providing both an educational experience for over thirty thousand participants, and a significant amount of badly needed conservation work on public lands. SCA field staff often "graduated" into key administrative posts, and utilizing their field experience, expended a tremendous amount of time and energy over those years developing appropriate protocols for safety on the work projects, operating vehicles, medical screening of students, and all other areas of risk management that are now part of the wilderness risk management culture.

But despite the commitment and effort, it became apparent to SCA management about ten years ago that there were not adequate protocols linking incident management at the field level with all of the resource and knowledge available throughout SCA administratively. No one likes to spend time contemplating the worst case scenarios, and SCA was fortunate enough to have the where-with-all to tackle this task without a tragic incident to spur the organization toward this important next plateau in institutional risk management.

Outdoor programs do not however, always have the luxury of being able to recognize the appropriate time to enhance risk management protocols to include a documented Emergency Response System. Whether adequate resources for a comprehensive system are available or not, beginning to develop a plan is very important.

Developing the Plan

Figuring out what you want your organization's Emergency Response System to do is the first basic step. For SCA, the goal of the system is two fold: first, to tie all the resources available in the field to all the resources of the organization as a whole, and second, to be sure that the organization is aware of any and all issues occurring in the field.

In the field, we have trained and competent field staff running the program, a carefully researched emergency response plan for each Conservation Work Crew or Crew activity, which identifies all the resources available for search and rescue, evacuation and the like, and hopefully, some form of working communications.

Organizationally, SCA has on-call staff serving as Duty Officers, who provide a liaison to staff in the field and are one step removed from the stress of dealing with the ongoing situation. The Duty Officers in turn, represent a base of experience and offer a perspective that represents SCA's entire operations staff and SCA's physician advisor. And finally, the Duty Officer can connect the field personnel with sophisticated communications systems of telephones, faxes, and modems, etc. The system accomplishes the following:

- **Provides logistical support to the field staff involved**. The SCA Crew Leader(s) will often be able to manage the immediate situation, and simply report on the results. On rarer occasions, SCA Duty Officers will need to provide human, logistical, communication or material support to manage the incident. This may include working with the resource management personnel of the site, search and rescue personnel, etc.

- **Provides emotional support to the field staff involved**. The Crew Leader(s) are encouraged to utilize the system for any reason they may need emotional support or reassurance. In simple cases this may be a comforting word on their difficult decision to send home a participant who would have benefited immensely from the program, but was too disruptive to the rest of the group to stay, to managing a rare but occasional disagreement between field staff members on the program, to arranging for the emotional support of the entire group in the face of an incident that led to serious consequences of either a physical or emotional nature.

- **Manages internal communication**. This requires bringing various program staff into the incident communications loop, sometimes including staff at one or more of SCA's six offices, the notification of SCA's Safety Officer or President, and if necessary, the Board of Directors and Legal Counsel.

- **Manages external communication**. This includes next of kin and the media. Most often, incidents will require a student's parent to be contacted to be informed of some minor situation, or the necessity of the student's departure from the program for minor illness, injury or emotional issues (home sickness or discipline). In rarer cases, but in anticipation of such scenarios, this aspect of the system is also designed to manage media interest in the incident at hand.

- **Develops incident documentation**. The Duty Officer is responsible for documenting the incident on SCA's standardized Incident Report Form, acquiring the appropriate incident tracking number required from the program director, and for assuring that the required supporting documentation (SOAP or runners notes, Wilderness Risk Managers Incident Report, etc.) will be sent in from the field.

Two important philosophical threads wind throughout SCA's Emergency Response System. The first is that the system is *not* designed to begin the evaluation of the incident or how it was managed by our field staff. While this assessment and review is a critical piece of SCA's over all risk management plan, this is not the time or place for this activity to commence, and we want the staff reporting in to feel completely supported rather than analyzed. And second, it is SCA's policy that the staff on site have the best knowledge of the situations, and thus should continue to make the decisions impacting the outcome. The ERS is designed to get these folks in the field the resources they need in order to follow through with he successful management of the incident.

In the three years since SCA's comprehensive system replaced a less formal combination of redundant response mechanisms, many additional organizational benefits of the new system became apparent. Here are just a few.

- **Less time required of staff.** With Duty Officer on-call rotating, staff are very much "on" during occasionally intense periods, but can also look forward to times when they are free of call and the responsibilities that go with it. This physical and emotional break helps protect staff from burn-out.

- **A system that utilizes many levels of staff expertise.** Communication protocols provide the resource of experienced or senior program staff as a back up for newer staff who share in the call schedule. When questions occur the Duty Officer has access to a staff member with more experience but the more experienced staff no longer need to take each and every call that comes in.

- **Staff resources are used more efficiently.** In the case of more serious field incidents there is a tendency for the entire program staff and organization to get wrapped up in the minute to minute unfolding of the incident. This is a natural human trait, as folks in our line of business tend to be a very committed, caring sort. But, all other aspects of the organization needs to continue to run efficiently while a crisis in the field is being managed. The Duty Officer protocol clearly outlines who will be contacted, and enables a majority of staff to remain uninvolved in the crisis.

- **Cost reduction.** For SCA, when a uniform system of response was implemented over all program activity, telephone answering services, pagers, cellular telephones and the like were provided for by fewer vendors, and used much more efficiently by staff. This has resulted in less cost and fewer types of technology.

Tools for Implementing the Plan

There are four critical tools for implementing an organizational Emergency Response Plan; the written plan, the assisting technology, staff training on the plan and technology, and the formal evaluation of the field incidents and the plan's strengths and limitations in managing incidents in the field.

Written Plan

The first, and most obvious, is the written plan itself. At SCA, this document is the *SCA Duty Officer Handbook.* This covers the various protocols for managing and documenting incidents called into SCA from the field. Among the subjects covered are:

- **Glossary.** This provides a definition of common terms.
- **Internal communication protocols.** This includes the various defined thresholds of events which require communications from the field to on-call Duty Officers, from Duty Officers to senior Program Staff, from Program Staff to the Safety Officer, and from the Safety Officer to the President, designated media spokesperson, Board and Legal Counsel.
- **Incident documentation protocols.** This includes the documentation forms.
- **Detailed description of system operations.** This includes the technological user's guides and instructions.
- **External communication protocols.** This includes contacting next of kin, and working with the media (media worksheet included).
- **Residential contact information**. This resource includes staff, Legal Counsel and Board of Directors home telephone numbers.

Technology

The second set of tools are in the technological realm. Now, there are very strong opinions in this industry about the utility, dependability and philosophical appropriateness of the latest communications gismos currently available. Each organization needs to thoroughly evaluate both the needs and philosophy of their programs. At SCA, we have adapted the following:

- **Crew Leaders in the field** in backcountry situations utilize Motorola King radios tied into the communications systems of our hosting resource management agency (NPS, USFS, BLM, etc.). Front country programs use cellular telephones (neither staff or participants are permitted to have personal cellular telephones on SCA programs).
- **SCA field staff serving on-call as Duty Officers** have numeric pagers and cellular telephones. Additionally, a service provided by StarTouch International

called ESA (electronic secretarial administrator) provides each staff member with a personal voice mail box with 800 (or 888) number service. ESA allows multiple programming features such as the ability to route a call received at the individual 800 number through up to four different telephone numbers, voice mail, the ability to conference up to 8 callers into the same call, broadcast faxes, etc.

- **Any one needing assistance from SCA** calls a national 800 number for immediate connection to SCA's Emergency Response System. Because we manage this number through the ESA system, during non-business hours, this single number is programmed to automatically contact the on-call Duty Officer at which ever actual telephone (home phone, hotel phone, cell phone, pager, etc.) they choose to have ring.

Training

The third tool is thorough training on the system, protocols and technology provided to field staff throughout SCA. Crew Leaders are fully oriented to how the system works, and SCA's expectations of the communications we require from them. Duty Officers are oriented on an annual basis to the systems, protocols and the use of the technology, and additionally have a StarTouch technical representative available for programming questions and/or trouble shooting the systems. There is also an overall orientation for SCA staff working out of the SCA national headquarters office in Charlestown, NH, the location where the ESA system rings during business hours.

Evaluation

The final tool, is a system wide evaluation conducted on an annual basis by program and administrative staff. Obviously, all of the tools listed above will need to be tweaked, amended or changed based on the results of a thorough evaluation.

Creating an ERS with Limited Resources

If you are working with limited resources, and trying to figure out where to start, consider this -- don't move forward piece by piece. Think big enough to make a plan, recognizing that implementation of the plan may be a multiphase operation. Once the plan is made, then prioritize the implementation.

For SCA, the driving force in developing our ERS was based on our recognition that we were not organized or sophisticated enough to deal with the implications of mismanaging potential media involvement in an SCA field incident. As we all know, how the media reports a serious incident or fatality can be the single event that sinks a non-profit. We continued to rely on less formal on-call schedules and low levels of technology for several years after the original system was designed. In tackling the media piece first, we also worked through appropriate routes of both internal and external communications. This pointed out the logic and necessity of actually changing some staff position descriptions

and realigning responsibilities that had been assigned based on personal interests or experience rather than structural common sense.

Another place to look if you can really only move forward in one or two areas is to standardize internal communication. Your organization does not need to be very large for this to be an issue! With the development of all of SCA's protocols and thresholds for communication not with standing, the largest improvement in internal communication was a standardized documentation of actual incidents. Not only did this vastly improve internal staff communication, but it also allowed participation in the Wilderness Risk Manager's Incident Reporting System.

Finally, if ever there was an area to avoid jumping into too soon, it is technology. In our fast paced society, there is this tendency to lean toward technology first to solve communications challenges. SCA built a system that worked without the conveniences and added advantages of the bells and whistles -- we figured out everything else first, and layered in the technology last. At this point even as we assess the first season using new technology, if we find that there are things that are not working, it will be that it was technology was too simple or too complex to meet the system needs. The system was sound and has changed very little since its initial re-development.

A Final Word

Each of us needs to recognize that even with the continuing growth and sophistication of assessing and managing risk in the outdoor arena, there are percentages that come into play. The reality is that, despite all of our efforts, crisis in the field will occur. An organization that has put considerable effort into every ounce of prevention possible still owes it to the program's participants, staff and Board of Directors to have a carefully considered and documented plan of action at the ready to deal effectively with the worst case scenarios that none of us like to spend to much time considering. By planning for such events, many programs, as SCA did, will soon discover that the ERS methodologies will also be a resource to provide other valuable program support and organizational benefit. And like that life insurance policy that we are all loathe to purchase, it is never the less good to know that it is there when you need it.

About the author:

Jay A. Satz currently serves as Vice President of Safety and Field Programs for the Student Conservation Association and is a member of the Wilderness Risk Managers Committee. The author would like to acknowledge the assistance and advice of Meg Hafer in the preparation of this article.

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Measuring Service Quality in Recreational Programs with SERVQUAL

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402/554-2539

ABSTRACT:

Most program directors are feeling pressure from their administration for increased accountability with today's shrinking financial resources and increased demand in services. One method of providing that accountability and learning about the strengths and weaknesses of the services you offer is by discovering the level of satisfaction clientele have with your programs. The SERVQUAL service quality measurement tool statistically measures the service perceptions and expectations of your clientele. It divides customer satisfaction into five measurable components: tangibles, reliability, responsiveness, assurance, and empathy. The tool also allows the clients to rank the importance of each dimension. The statistics are basic and relatively easy to compile on a modern spreadsheet program. The information from the survey will provide direction in staff training, equipment purchasing, facility design, and many other aspects that affect customer satisfaction.

What is SERVQUAL:

In short SERVQUAL was developed by marketing researchers Valarie Zeithaml, A. Parasuraman and Lenoard Berry in 1990 to measure service quality in the retail world. Their approach is to evaluate customers' individual experiences to see that they are at least as good as they should be, from the customer's point of view. SERVQUAL can also measure the strengths and weaknesses of customer contacts.

Measuring the experience of customers is based on a comparison between the clients' expectations for service performance and perceptions of the *actual* service performance. If the clientele's collective perceptions of actual service exceed their expectations for service performance, the agency is meeting the service needs of its customers. If the perceptions of actual service performance do not meet the expectations, the agency is lacking in one or more areas of service quality.

Getting tangible measurements of the expectations and perceptions of customers, concerning the service they receive, is difficult if not impossible without subdividing service into smaller defined parts. To start one must measure both the outcome and process when evaluating service products. The **outcome** refers to getting the job done – fulfilling the "service promise." An example of this would be providing a canoeing trip as the agency advertised it would. The **process** is the transaction experience or the personal interaction between the provider and the user. Keeping with the canoe trip example, a process can be seen in how welcome the participants are made to feel when they register for the activity. Did the staff greet the participants with

enthusiasm and sincerity at the registration or treat the participants as if they were a chore or interruption to other concerns?

Outcome and process are divided further into the Five Dimensions of Service Quality for statistical measurement to accurately measure different components of the service experience. Outcome is relatively easy to measure. The job was either completed correctly the first time or it was not. It is otherwise known as **Reliability** -- the ability to perform the promised service dependably and accurately.

Process is more abstract and difficult to measure. It is divided into the remaining four dimensions of service quality – Responsiveness, Assurance, Empathy, and Tangibles. **Responsiveness** measures the willingness of the staff to help customers and the staffs' ability to provide prompt service. **Assurance** measures the employees' apparent knowledge of the agency, courtesy towards the clientele, and their ability to convey trust and confidence to the users. It includes concepts such as competence, credibility and security. **Empathy** measures the staff's ability to show caring and individualized attention to the clientele. It includes the concepts of access to the staff by users, communication between both, and the staff's ability to understand the customers. **Tangibles** measure the appearance of the facility to the user. It includes the appearance of the physical facility, its equipment, the personnel, and any other related materials (i.e. promotional materials)(Parasurman 1988).

Implementation of a SERVQUAL study:

The questionnaire used by Campus Recreation at UNO, and provided as an example at the end of this paper, was altered from its retail industry origins to meet the needs of Campus Recreation and other recreation agencies by Dr. Amy Hubbert of the UNO College of Business Administration, Marketing Department and the author. SERVQUAL is administered in the form of a three part questionnaire (refer to the sample survey at the end of this paper.) These main parts consist of 22 statements on the perceptions of actual service quality, 22 statements on the clientele's expectations of service quality and a ranking of the importance of each dimension. The two sets of statements provide information about different aspects of each dimension, and the ranking section provides information concerning the importance of each dimension to the agency's clientele. Two additional sections were added to the survey by UNO Campus Recreation to measure the respondents' use patterns and demographics.

The first set of 22 statements is related to the respondents' perceptional beliefs about the actual service that the agency is currently providing. Each statement represents an aspect of one of the five dimensions of service quality. The respondents read the statement and then indicate on a seven-point scale whether they agree with it.

The second set of 22 statements is related to the respondents' expectations of the type of service the agency should be providing. The respondents are once again asked to read the statement and indicate on a seven-point scale whether they agree or disagree. (One being "strongly disagree" and seven being "strongly agree.") Each set of statements can be found in the sample survey at the end of this paper.

Each statement in one set corresponds directly with the same numbered statement in the other set. For example, statement one from the "Your Perceptions" section of the sample reads, "We provide modern equipment for your use." Its corresponding statement, number one from "Your Expectations," reads, "We will have modern equipment for your use." This type of correlation exists throughout both of the first two parts of this questionnaire and is very important later when measuring customer service.

As stated earlier, each corresponding set of statements represents a component of one of the five dimensions of service quality.

Tangibles:	statements 1 - 5
Reliability:	statements 6 - 10
Responsiveness:	statements 11 - 13
Assurance:	statements 14 - 17
Empathy:	statements 18 - 22

The data provided from comparing this information could be used at the individual statement level or at the dimensional level. Very specific information can be gathered in a variety of service areas when examining this data statement by statement. Data examined from the dimensional level provides the researcher with more general information that can be compared nominally to data in the next section.

The next major part of this questionnaire is the "What is Important to You:" section. This section gives the researcher information on how the respondents rank the importance of each dimension as a whole. Respondents are asked to rank the provided statements by allocating a total of 100 points amongst the 5 statements. Each statement represents one of the five dimensions of service quality.

Tangibles	statement 1
Reliability	statement 2
Responsiveness	statement 3
Assurance	statement 4
Empathy	statement 5

The more important a statement is to the respondent, the more points it should receive. They may allocate any number to each statement that they chose as long as the final combined score does not exceed 100 points. This section not only provides a ranking of the five dimensions, but also can be compared loosely with dimensional data from the last section. For example, if the agencies clientele value tangibles (data from the importance section) but the agency scored low in tangibles (data from the statements sections), then the agency has data showing a need for the investment in tangibles.

Two minor components of this questionnaire can be added in the design phase to put more of a "face" on the data. The agency may decide to collect user information, concerning which departments or services the respondents utilize, and demographic data about the respondents. Examples of this have been provided in the sample survey at the end of this paper.

The last step before implementing the survey is to run a pilot study on a small group of students and staff. The purpose of this is to test the tool. It is important to ascertain whether the questionnaire's directions are understandable, the statements make sense to the respondents, and to find any last editing mistakes. It is also a good idea to run the data through the computation process the agency will use to get results from the survey. It is best to find this kind of information and possible mistakes before the enormous task of collecting and processing the data takes place. A mistake made in the design phase of implementation can sabotage the results of the survey, making it difficult or impossible to get valid and reliable results.

Finally, implement the questionnaire. How many complete surveys an agency will need for accurate results (sample size) will depend entirely on the agency in question. The types and number of services it offers, population -- how many

customers it has (a difficult number to compute when dealing with large numbers of repeat business), budget for this project, and time to complete project all come into consideration. As with most things remember the motto, "Garbage in, Garbage out."

A good method of collection for most recreation service agencies is to administer this survey at the end of programs and activities. A gimmick or prize for completing the survey may be useful, but studies have shown that overall survey design and appearance is better at eliciting higher response rates than depending on a prize for completing the survey.

Interpretation of data:

Once all of the surveys have been collected, it is time to start processing the data into results. This section will focus on calculating the service quality score, ranking the five dimensions of service quality, and analyzing the data for use information and demographics. It is recommended that a spread sheet or statistical analysis program be used for this time consuming task and that data entry be considered when designing the survey.

To calculate the agency's service quality score the individual mean score for each of the 22 statements, both perceptions and expectations (44 statements total), must be calculated. Then take the mean score for one of the *perceptions* statements and subtract the mean score of the corresponding *expectation* statement. The resulting positive or negative number is the service quality score for the aspect of customer service that corresponding pair of statement describes.

Service Quality = Perceptions - Expectations

For example, say the mean score to *perceptions* statement number one is six and the corresponding *expectation* statement number one is 5.5, then the service quality score for the corresponding pair of statements number one is a positive 0.50. A positive score indicates that customer perceptions exceed expectations (perceptions > expectations). A negative score shows that customer expectations of service are not being met (perceptions < expectations).

At this time the service quality score of each dimension can be computed to compare strengths and weaknesses from the dimensional perspective. Start by establishing which dimension a service quality score will be calculated. Remember the corresponding sets of statements represent different dimensions (i.e. Tangibles are represented by corresponding perception and expectation statements 1 - 5.) Then calculate a mean score for the *perception* statements representing the chosen dimension and a mean score for the corresponding *expectation* statements. Calculate the service quality score the same way as for an individual statement. Dimension Service Quality equals the Mean Dimension Perception Score minus the Mean Expectation Score. The following table displays the process. Interpreting the service quality scores at the dimensional level is the same as was described above for the individual pairs of corresponding statements.

Dimension Service Quality Score for Tangibles

Statement	Perception Mean Score	Expectation Mean Score
1	6	6
2	4.5	5
3	4	5
4	6	5
5	6	4
Mean Score	**5.3**	**5**

Service Quality = Perception - Expectation
0.3 = 5.3 - 5

Service Quality = 0.3

The above example shows a positive score of 0.3 for the Dimension of Tangibles. It indicates that the clientele's actual perceptions of service quality roughly equal their expectations for the agency.

Once the Service Quality scores have been figured, it is good to calculate the "What is Important to You" section for a different perspective of the dimensions. Perform descriptive statistics (mean, standard deviation, median, and mode) for each of the statements. A mean score and standard deviation for each statement will provide cumulative information as to how each dimension/statement was ranked by the respondents. This information can be used to give an indication of the importance of each dimension to the clientele and "weight" the results from the previous section as discussed earlier in the implementation part of this paper. The following table depicts the average points assigned to a dimension in a service related industry.

Reliability	32
Responsiveness	22
Assurance	19
Empathy	16
Tangibles	11

It is interesting to note that each time the author has run this survey Tangibles have rated at the top of the list with a score in the lower thirties, with the other dimensions falling in present order afterwards. Median and mode information will further describe the bell shaped distribution of the data in each dimension. Mean, median and mode numbers that are equal or very close to each other indicate a close distribution of the responses, meaning most of the respondents agreed with each other or felt similarly about the topic. Mean, median and mode numbers that are very different from each other indicates a larger dispersal of opinions on the topic.

Finally calculation of Use Patterns and Demographics should be calculated. This data will provide descriptive information about the respondents and their use patterns. The type of statistics used will depend on the nature of the question. Frequency (percentages, tallies, etc.) and descriptive (mean, median, mode, standard deviation) statistics should be adequate for most of the data.

What information do SERVQUAL results provide:

SERVQUAL provides a large variety of information once the data has been calculated and the results properly analyzed. A great deal can be learned just from examining the Service Quality Scores for the corresponding sets of statements. They provide direct feedback on specific aspects of the agency's service abilities. The benefits of analyzing this information at the dimensional level have already been discussed. The researcher can also examine this data from the viewpoint of distinct customer segments by sorting the data based off use patterns and demographic information of the respondents.

The information gathered from the above analysis can be used to aid in the development of training programs for the agency staff. Examples may include customer service training in being responsive, empathetic, etc. A need for the staff to have more job knowledge and empowerment may be discovered, or the need for better maintenance and repair of the equipment are all possibilities.

SERVQUAL data can also be used in developing goals and objectives for the coming year. The above-mentioned training objectives or the justification of purchasing decisions and resource allocation or reallocation. Suppose the agency has a negative tangibles score and the clients rate tangibles as being very important to them. The administration would then hopefully decide to allocate some resources in that direction to fill the gap.

This study can be used for position justification if necessary as well. Suppose a department has been mandated to reduce the number of its staff. One possible defense in this situation is to use the data from this study to show the need the number of staff to handle all the necessary training, empowerment, availability, etc. that the clientele demand.

Finally, this study is only a "snap shot" of the agency's service performance at a distinct time and place. It is recommended that the study be repeated from time to time to show continuous accountability and compare customers' expectations and perceptions over time.

SERVQUAL is a powerful tool for measuring the intangible aspects of recreation services. The statistics are easy, even easier when using a spreadsheet or statistical analysis program, and the results provide accountability and direction in many areas of administrative responsibility. Finally, customer satisfaction equals repeat customers and positive word of mouth. Is that not what all recreational programs want?

Campus Recreation Satisfaction Survey

Please answer the following questions. If you do not understand one of the questions, ask the person facilitating this survey for assistance.

Which Campus Recreation program and/or facilities do you use? (Check each that applies to you.)

_____ Informal Recreation (weight room, activity courts, jogging track, drop-in aerobics, summer camps, etc.)
_____ Aquatics (lap swimming, family swim, open swim, children's swim lessons, water aerobics, scuba, Maverick Masters etc.)
_____ Intramural Sports (flag football, volleyball, racquetball leagues, etc.)
_____ Outdoor Recreation (outdoor equipment rental, backpacking, rock climbing, canoeing trips, etc.)
_____ Sport Clubs (martial arts, lacrosse, soccer, bowling, etc.)
_____ Special Events (UNO Try-atholon, road races, etc.)
_____ Instructional Programs (Golf with a Pro, Dance Lessons, etc.)

Your Perceptions:

Directions: The following statements relate to your beliefs about Campus Recreation. Indicate the extent to which you ***agree*** Campus Recreation has the feature described in each statement below by circling one of the numbers on the scale next to that statement. There are no right or wrong answers, we are merely interested in your **perceptions** of Campus Recreation facilities and services.

	Strongly Disagree						Strongly Agree
1. We provide modern equipment for your use.	1	2	3	4	5	6	7
2. The equipment is always in good working order.	1	2	3	4	5	6	7
3. There is enough equipment that I never have to wait to use something.	1	2	3	4	5	6	7
4. The layout of the building makes each activity area easy to use.	1	2	3	4	5	6	7
5. Published materials about Campus Recreation are visually appealing.	1	2	3	4	5	6	7
6. When Campus Recreation promises to do something by a certain time, it does so.	1	2	3	4	5	6	7
7. When you have a problem, the staff shows a sincere interest in working towards a solution.	1	2	3	4	5	6	7
8. Campus Recreation does things right the first time.	1	2	3	4	5	6	7
9. Campus recreation employees are easy to recognize.	1	2	3	4	5	6	7
10. Campus Recreation keeps your records error-free.	1	2	3	4	5	6	7
11. The employees quickly provide any information or services you request.	1	2	3	4	5	6	7

Please turn the page.

	Strongly Disagree						Strongly Agree
12. The staff is always willing to help.	1	2	3	4	5	6	7
13. Our employees are never too busy to help you.	1	2	3	4	5	6	7
14. The actions of the employees gives you confidence in Campus Recreation.	1	2	3	4	5	6	7
15. You feel secure in your dealings with Campus Recreation.	1	2	3	4	5	6	7
16. Campus Recreation employees are courteous to you.	1	2	3	4	5	6	7
17. The employees have the knowledge to answer your question.	1	2	3	4	5	6	7
18. Campus Recreation gives you individual attention.	1	2	3	4	5	6	7
19. Campus Recreation's operating hours are convenient.	1	2	3	4	5	6	7
20. The employees give you personal attention.	1	2	3	4	5	6	7
21. Campus Recreation has your best interests at heart.	1	2	3	4	5	6	7
22. The staff understands your specific needs.	1	2	3	4	5	6	7

Your Expectations:

Directions: The following statements relate to your expectations of Campus Recreation. Indicate the extent to which you believe the feature described in each statement below is ***essential*** to Campus Recreation services and programs by circling one of the numbers on the scale next to that statement. There are no right or wrong answers, we are merely interested in your **expectations** of Campus Recreation.

	Strongly Disagree						Strongly Agree
1. We will have modern equipment for your use.	1	2	3	4	5	6	7
2. The equipment will always be in good working order.	1	2	3	4	5	6	7
3. There will be enough equipment that I never have to wait to use something.	1	2	3	4	5	6	7
4. The layout of the building makes each activity area easy to use.	1	2	3	4	5	6	7
5. Published materials about Campus Recreation will be visually appealing.	1	2	3	4	5	6	7
6. When Campus Recreation promises to do something by a certain time, it will be done.	1	2	3	4	5	6	7
7. When you have a problem, the staff will show a sincere interest in working towards a solution.	1	2	3	4	5	6	7
8. Campus Recreation will perform services right the first time.	1	2	3	4	5	6	7

	Strongly Disagree						Strongly Agree
9. Campus recreation employees will be easy to recognize.	1	2	3	4	5	6	7
10. Campus Recreation will keep your records error-free.	1	2	3	4	5	6	7
11. The employees will quickly provide any information or services you request.	1	2	3	4	5	6	7
12. The staff will always be willing to help.	1	2	3	4	5	6	7
13. Our employees will never be too busy to help you.	1	2	3	4	5	6	7
14. The actions of the employees will give you confidence in Campus Recreation.	1	2	3	4	5	6	7
15. You will feel secure in your dealings with Campus Recreation.	1	2	3	4	5	6	7
16. Campus Recreation employees will be courteous to you.	1	2	3	4	5	6	7
17. The employees will have the knowledge to answer your questions.	1	2	3	4	5	6	7
18. Campus Recreation will give you individual attention.	1	2	3	4	5	6	7
19. Campus Recreation will have operating hours that are convenient.	1	2	3	4	5	6	7

	Strongly Disagree						Strongly Agree
20. The employees will give you personal attention.	1	2	3	4	5	6	7
21. Campus Recreation will have your best interests at heart.	1	2	3	4	5	6	7
22. The staff will understand your specific needs.	1	2	3	4	5	6	7

What is Important to You:

Listed below are five features pertaining to Campus Recreation and the services they offer. We would like to know how important each features is to *you* when evaluating an agency of this nature. Please allocate a total of 100 points among the five features *according to how important each feature is to you* — the more important a feature is to you, the more points you should allocate to it. Please ensure the points you allocate to the five features add up to 100.

1. The appearance of the agency's physical facilities, equipment, personnel, and communications materials. _____ points
2. The ability of the agency to perform the promised service dependably and accurately. _____ points
3. The willingness of the agency to help customers and provide prompt service. _____ points
4. The knowledge and courtesy of the agency's employees and their ability to convey trust and confidence. _____ points
5. The caring, individualized attention the agency provides its customers. _____ points

Total Points Allocated **100 points**

Please turn the page.

Please answer the following question:

Gender: ____ Male ____ Female

Age: _____ **Marital status:** _____

# of dependent children _____

# of hours employed / week: _____

Class Standing: ____Fresh. _____ Soph. ____Jr.

____Sr. ____Grad.

____Non-Student / HPER-Card holder

Hours enrolled this semester: _____

Number of years at UNO: _____

How often a <u>week</u> do you use Campus Recreation services: _____

Written Comments:

Thank you for your time and consideration.

Approaches to Outdoor Leadership Development

By

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ABSTRACT:

Outdoor leadership training can take many forms. Current research identifies multiple approaches to facilitate the development of student leadership. In this session, seven common approaches to leadership development were presented, with audience participants suggesting ways to apply these approaches for the development of outdoor leaders.

This presentation was based mainly on a recent publication called Student Leadership Development: Approaches, Methods and Models by Dr. Sara A. Boatman (1997) from the Management of Campus Activities Series published by the National Association for Campus Activities Educational Foundation. This recent research study identified seven common approaches to guide student leadership development on college campuses. These common approaches are:

Skills Approach
Information Approach
Values Approach
Community-Based Approach
Cultural Leadership Approach
Individual Development Approach
Emergent Paradigm Perspectives

The conference participants at this session included approximately 30 from Air Force outdoor recreation programs, 20 from university outdoor recreation programs, and 10 from university academic outdoor recreation programs. They were briefed on these seven common approaches to leadership development, and then asked to consider how these could be applied to outdoor recreation leaders.

Skills Approach

The first, and by far the most common approach, is based on the belief that leadership is largely a series of skills, or competencies. These skills can be grouped into two major competencies: task and interpersonal. Examples of task skills could include goal-setting, problem-solving, decision-making, and time management. Examples of interpersonal skills might include communication, empowerment, team-building, and conflict management.

Session participants agreed that the skills approach was the most common way to train leaders at their programs. Feedback from session participants included the following input about

outdoor recreation leader task skills: Basic job functions, trip planning, technical activity skills, and problem-solving.

Feedback from session participants included the following input about outdoor recreation leader interpersonal skills: Teaching, facilitation, feedback, debriefing, critical thinking, "teacher of the day" turn-taking, and conflict resolution.

Information Approach

The acquisition of a broad base of general knowledge, including studying current and past leaders, is representative of this approach. Cognitive development theories, where the students' views of knowledge move from simple to complex through a series of predictable stages, are also included here.

Feedback from session participants included the following input about applying the information approach to outdoor recreation leaders: Learning about historical figures, theories, transfer of basic job information, site visits, conferences, and internships.

Values Approach

Clarification of essential values creates a foundation for effective organizational and societal change. Ethical behavior is also included in this approach. Community service is a strategy to incorporate integrity, justice, and care into an individual's personal makeup and therefore into their leadership style.

Feedback from session participants included the following input about applying the values approach to outdoor recreation leaders: Service learning, Leave No Trace, facilitate to your ability, provide education in addition to recreation, set an example, role modeling, core values, respect for diversity, familiarity with the program's mission statement, consistent support/feedback, challenge by choice, and a full value contract.

Community-Based Approach

Preparation for active community involvement at all levels is a way to assist students in developing a lifelong commitment to service and supporting them in leadership positions. This includes involvement in student organizations or other community groups as an active citizen.

Feedback from session participants included the following input about applying the community-based approach to outdoor recreation leaders: Volunteering, rescue operations, first aid, outreach to local organizations, provide services to community, youth programs, and clean-up projects.

Cultural Leadership Approach

This approach has at its foundation that leadership is best studied and later practiced within the context of a unique community or culture, and that leadership must be pluralistic in order to be effective. This also provides opportunities for students to become more multi-culturally aware.

Feedback from session participants included the following input about applying the cultural leadership approach to outdoor recreation leaders: Applying the Golden Rule, using appropriate language, sensitivity, proper assessment and facilitation, diversity awareness, cultural specificity, cultural environmentalism, and written policies for international students and diverse cultures.

Individual Development Approach

This approach has at its foundation a belief that leadership is largely a process of self-awareness and of becoming one's own best self. The emphasis is to assist students in identifying their strengths and weaknesses and in making plans for their development in leadership positions. Warren Bennis described four lessons of self-knowledge in Becoming a Leader (1989):

--You are your own best teacher.
--Accept responsibility. Blame no one.
--You can learn anything you want to learn.
--True understanding comes from reflecting on your experience.

Feedback from session participants included the following input about applying the individual development approach to outdoor recreation leaders: Self-assessments, resource libraries, encouragement to learn and try new things, tolerance of risk-taking and failure, and unconditional acceptance.

Emergent Paradigm Perspectives

In the last 20 years, transformational leadership has become the emergent paradigm (as opposed to transactional leadership, which is the more conventional, managerial, dominant-subordinate perspective). Transformational leadership is, at its core, morally purposeful and elevating. It is also collective (it occurs in relationships between people), and its ultimate test is the realization of intended real change that meets people's enduring needs.

Feedback from session participants included the following input about applying the emergent paradigm approach to outdoor recreation leaders: Empowerment, servant leadership (service to others) and "take the lead" turn-taking.

Despite historical roots in the transactional model, virtually all Air Force employees present at the session said that they are now utilizing the transformational model. The prevailing wisdom was that two heads could be better than one, so ten heads could be better than two, and so on.

Comprehensive, Multidimensional Models of Leadership Development

Dr. Boatman notes that the best leadership development programs combine multiple approaches to achieve program goals most effectively. Since leadership is a complex and multidimensional phenomenon, programs to prepare students for effective leadership are most appropriately created with a multidimensional perspective.

Since most contemporary models of student leadership promote comprehensive development of the individual, outdoor recreation leaders could benefit from a combination of the above approaches. Multiple approaches in processes and content could help to facilitate their comprehensive development. It should be noted that is vital to integrate methods of practice and feedback to confirm mastery.

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Trouble in Paradise - Accident Trends in the Outdoors

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Abstract

There is an alarming national trend in outdoor activity participation. For the past several years, the number of outdoor recreationists requiring rescue has grown steadily. At one popular national park the number of rescues has increased to over 200 a year (more than one every other day!). In many instances, people believe they are entitled to rescue and simply need to dial 911 on their cell phones when trouble threatens. While it might seem logical that this trend is the result of increasing numbers of outdoor enthusiasts, most experts believe that this does not explain the dramatic increase in the number of people who get into trouble in the outdoors. What are the reasons for the dramatic increase in the necessity of search and rescue operations in our nation's outdoor areas? How can this trend be reversed? This paper will examine a variety of SAR sources to shed some light on the causes of accidents in the outdoors for a variety of environments including: alpine, desert, white water and winter. Both physical and psychological factors will be explored. In addition, techniques for mitigating these causes will be presented with a particular emphasis on improving education for the causal participant.

Search and Rescue Operations on the Increase

John Muir once said, "Climb the mountains and get their good tidings. Nature's peace will flow into you as sunshine flows into trees. The winds will blow their own freshness into you, and the storms their energy, while cares will drop off like autumn leaves."[1] If John Muir believed these words to be true in 1869, think about how relevant they must be in 1998. Today, more and more Americans are taking his advice and traveling to the mountains and natural areas of the United States in search of rest and recreation. Likewise, it seems that more and more recreationists are finding themselves in trouble and in need of assistance. In 1994, rangers at Yosemite National Park launched 231 visitor rescues.[2] Similarly, in 1995 there were 380 rescue operations in Grand Canyon National Park involving 66 National Park Service employees. Twenty three of these incidents involved visitor fatalities. Consider a day in the life of a backcountry ranger in Grand Canyon National Park[3]:

July 23, 1996

12:30 am	Report of overdue hiker
04:30 am	Fly search teams to walk trails and beaches for missing hiker
10:30 am	Missing hiker found
01:00 pm	Hiker and search teams are out of canyon
01:00 pm	Call from Phantom Ranch (inner canyon) 10 year old male with CPR in progress.
	Victim is flown to clinic where he dies.
	While at clinic, called to another heat stroke emergency (52 year old female).
	2 more requests for service that afternoon and evening.
09:30 pm	Last rescue completed. Debriefing for death begins.
	(Note: inner canyon temperature was 114 degrees F)

Are these numbers simply an expected outcome of increased visitation? Many experts do not believe so. If they are correct, then why are so many recreationists getting into trouble in the great outdoors?

[1] Brower, David. (1967). *Gentle Wilderness. The Sierra Nevada*. San Francisco: Sierra Club. p. 153.

[2] PARKNET: The National Park Service Place on the Web. (1997). World Wide Web address: http://www.nps.gov/.

[3] BackCountry Ranger Page. (1998). World Wide Web address: http://www.grand-canyon.az.us.

Increased Exposure, Arrogance and Ignorance

Anyone who is evenly remotely aware of today's communication media cannot help but notice the exposure that outdoor activities receive. Today outdoor recreation is used to market a myriad of products and services including automobiles, clothing, restaurants, soft drinks, and investment services just to name a few. But what do these advertisements communicate? In many cases they show participants who are ill equipped and poorly attired taking outlandish risks. A recent advertisement for a climbing shoe reads, "No rules, no regulations, no qualifying rounds, no teams, no uniforms, no trophies, no spectators. Just you (and some boots)." The climber is shown climbing a severe pitch without a rope or any other safety equipment.[4] While such feats may be within the capabilities of climbing's elite, most search and rescue professionals would not recommend free solo climbing for the average weekend participant. Do such advertisements encourage similar behavior from casual participants? It is difficult to believe that they do not. This author had the psychologically taxing task of helping in the evacuation of a 16 year old climber who had fallen 35 feet fracturing his pelvis and his spinal column in the lumbar region. The only equipment he possessed was a pair of technical climbing shoes. Unfortunately, his prognosis was not good and he may never walk again.

In addition to advertisements, potential "weekend warriors" are presented with a wide variety of outdoor sports on television. Some are quite responsible such as the highly acclaimed Public Television series *Trailside*. This series has examined a variety of outdoor activities always emphasizing the importance of training, knowledge, planning and preparedness. On the other hand, one must wonder what is really being communicated by televised events such as EcoChallenge where competitive teams are encouraged to push beyond their limits and where immediate rescue is but a radio call away. On a recent broadcast of this event, one team continued to compete even though one of their members had to be carried up a mountain side because she had torn her Achilles tendon. What does this communicate to the average participant about good judgment? A recent interview with Grand Teton National Park climbing rangers offered this advice,

> Well, above all, it's knowing when to turn around. The people who are most afraid to quit are the people who get hurt. Everyone's into goal-setting these days. They wake up in the morning and say, 'I'm going to do this.' It's not just up to you. You have to factor in weather, route finding, altitude. You have to be constantly evaluating.
>
> The goal for hikers should just be getting out there, not making it to a summit or to some lake 100 miles down the trail. Just being up in the mountains should be enough.[5]

The Grand Teton climbing rangers make another point. Even with all of the available courses, rental equipment, videos and literature, many people are going into the mountains lacking even the most basic skills and equipment. Further, for many who do have the equipment, they seem to lack the knowledge necessary to use it. Jim Springer believes that part of the problem lies in the fact that many participants have omitted the "apprenticeship period."[6] He believes that in the past many outdoor enthusiasts learned their skills from wilderness veterans. Other people had made mistakes and survived and novices could learn from them without having to make the same mistakes themselves. He now observes that many recreationists just "jump right into participation" with

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[4] Huffman, M. G. and Fickle, J.E. (1996). "What Is the Message in the Medium? Mixed Signals for National Park and Wilderness Users." In *Proceedings of the 1996 International Conference on Outdoor Recreation and Education (ICORE)*. S. Guthrie, J. Macke, and R. Watters (Eds.). Boulder: The Association of Outdoor Recreation and Education (AORE). p. 89.

[5] Jenkins, M. (1994). "Backcountry 911". *Backpacker*. 22(4). p. 92.

[6] Ibid.

64

very little training. Indeed, many seem to rely on technology and others for their safety and well being.

Another controversial issue is the increased use of cellular phones in the backcountry. A recent editorial in *Backpacker* addressed the dilemma.[7] While it is true that cellular phones have been used to launch SAR operations for legitimate reasons, they have also been used by individuals who were only momentarily disoriented and should have been able to deal with the situation on their own. Many people who would let their fingers do the walking simply do not understand the enormous costs involved in launching many rescue operations not to mention the potential dangers to SAR personnel who are called out on false alarms. As search and rescue expert Herb Kincey observed, "As more and more people carry telephones in the backcountry, there are going to be cases where rescue personnel evaluate the situation and simply decide not to launch a rescue."[8] There is another potential problem for individuals who rely on the technology of the cell phone. What will they do if stranded in a deep canyon, are out of range or have low batteries?

Contributing Factors for Accidents in Specific Environments

Alpine Environments

While good judgment, and overall preparedness cannot be over stressed as prerequisites for travel into any backcountry environment, there are hazards unique to certain environments that can contribute to injury or even death. Mountains are among the most popular settings for outdoor activities and yet can prove to be among the most variable. What can at one minute can be a warm, clear day can in the next become a life threatening environment. As climbing ranger Jim Springer observes, many of the visitors he sees in Grand Teton National Park have "No mountain sense whatsoever. So many people just don't respect the mountains. They don't know that they can die out here."[9] He also notes that many who go into the mountains carry absolutely no gear and many who do have packs have bookbags that cannot contain enough equipment to ensure survival if forced to bivouac overnight. A list of equipment recommended by the climbing rangers for day hikes in the mountains is presented in Table 1.[10]

Table 1. Recommended Equipment for Mountain Day Hike.

- Day Pack - 2,000 cubic inches with foam
- Headlamp
- Pocket Knife
- Candle - short for starting fires
- Iodine - for water purification
- Toilet Paper
- Mittens
- Waterproof Shell - Top & Bottoms
- Mirror - for signaling
- Map and Compass
- Sunglasses and Sunscreen
- Waterproof Matches /Lighter
- Water Bottle - 1 liter min.
- First Aid Kit
- Hat - warm that covers ears/neck
- Fleece Jacket
- Long Johns - synthetic
- Bivy Sack

An examination of the accident trend data gathered by the American Alpine Club also sheds some light on contributing factors to accidents in alpine environments. Figure 1 shows a definite increase in the number of climbing related accidents occurring in North America, but particularly for the United States.

[7] "The Call from the Wild". (1996). *Backpacker*. 24(1). p.13.
[8] Ibid.
[9] Jenkins, M. (1994). "Backcountry 911". *Backpacker*. 22(4). p. 86.
[10] Ibid.

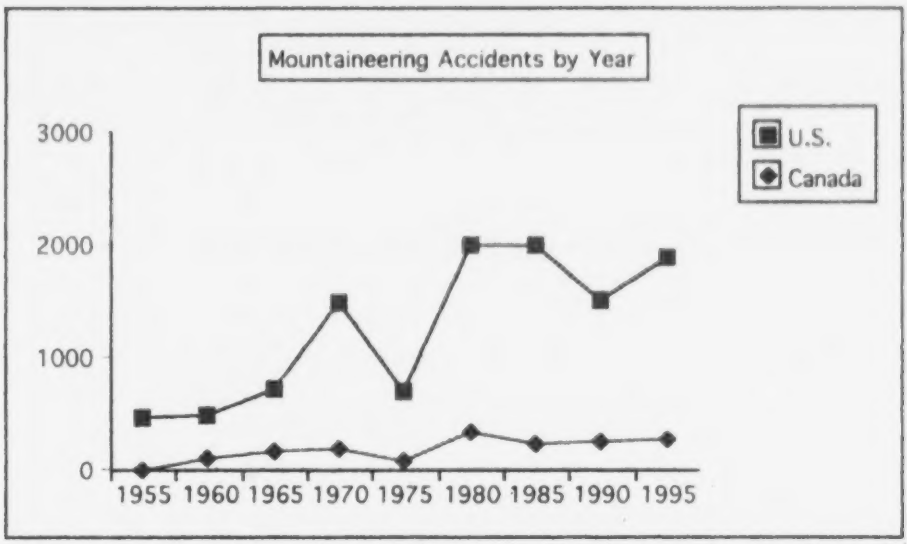

Figure 1. Mountaineering Accidents in North America by Year for the U.S. and Canada.[11]

Figure 2 presents the most common primary causes of accidents in mountaineering. It is interesting to note that falls on rock and snow and falling objects are the most common primary causes of accidents followed by exceeding abilities, a judgment factor.

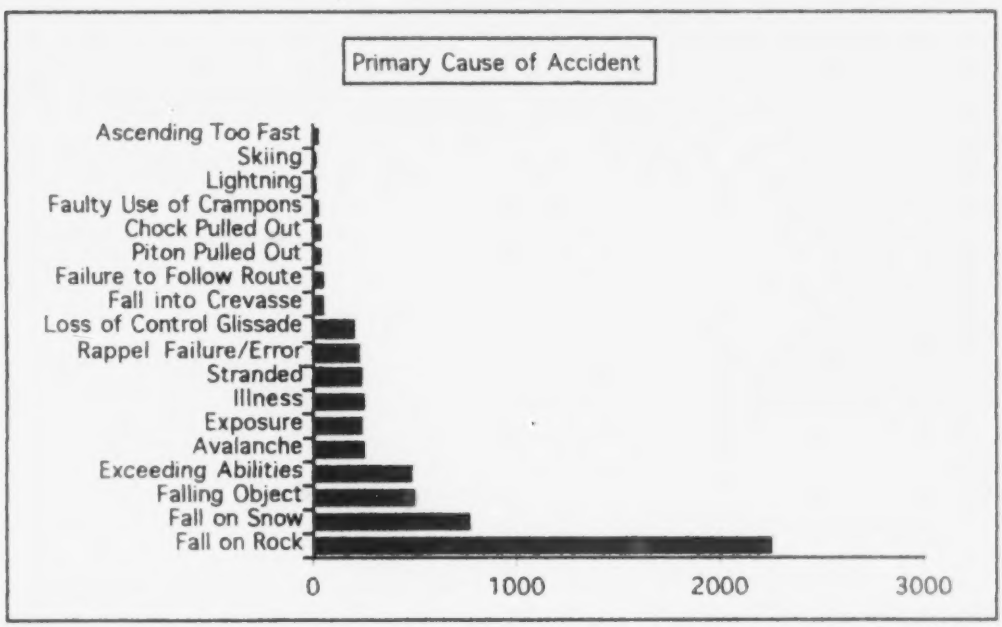

Figure 2. Primary Causes of Mountaineering Accidents in the U.S.[12]

It should be noted that rarely are accidents attributed to a single cause. Figure 3 presents secondary

[11] American Alpine Club. (1998). Mountaineering Accidents Webpage. http://www.bme.jhu.edu/~peter/climbing/ANAM/ANAM.html.
[12] Ibid.

causes of mountaineering accidents in the United States.

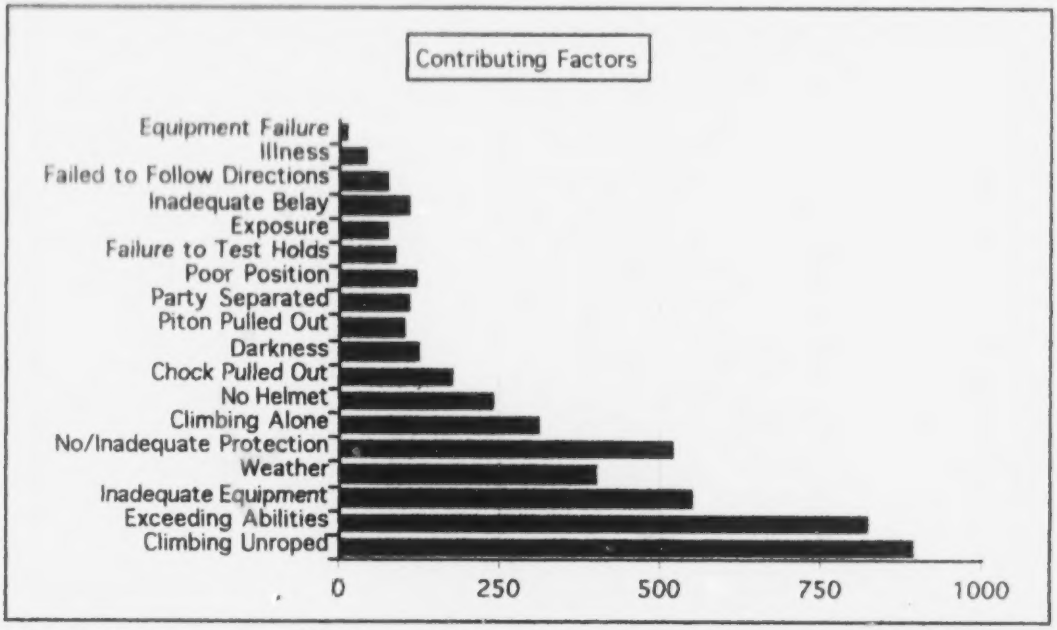

Figure 3. Secondary Factors of Mountaineering Accidents in the U.S.[13]

It is interesting to note the large number of judgmental factors in this list including the top three contributing factors: climbing unroped, exceeding abilities, and inadequate equipment.

Finally, research on age and mountaineering accidents suggests that educational efforts should be directed toward climbers who are 21 to 25 years of age followed by those who are 15 to 20.

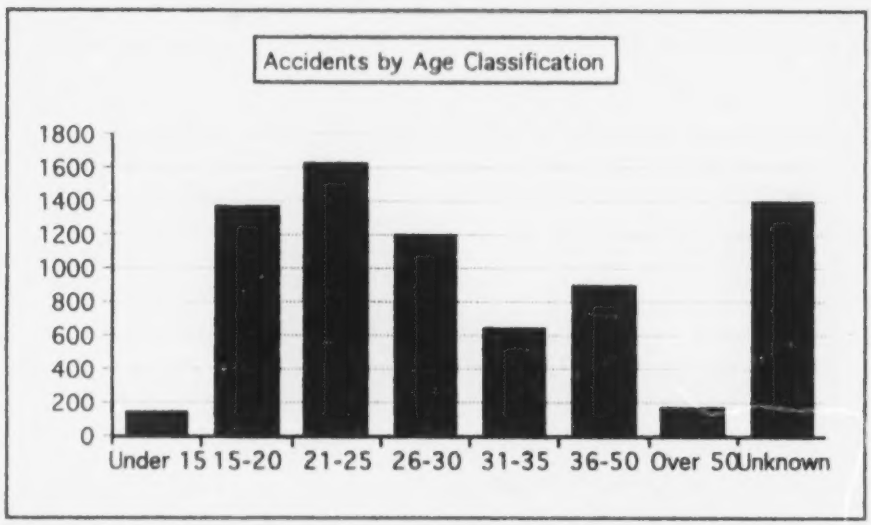

Figure 4. Mountaineering Accidents by Age Classification.[14]

[13] Ibid.
[14] Ibid.

Desert Environments

Increasingly, outdoor recreationists are discovering the desert environment as a source of adventure and new areas to explore. Unfortunately, many are discovering more than they bargained for. As an example within recent years, the Grand Canyon National Park has been averaging over 400 rescues and medical emergencies a year.[15] Many hikers who are not used to desert environments are caught off guard. Table 2 presents a list of precautions to help hikers avoid problems with desert travel.

Table 2. Precautions for Hiking in the Desert.[16]

- The importance of eating is underestimated by many novice desert hikers. Your body needs calories to help keep you cool in the heat and to replace electrolytes (salts) that your body loses through perspiration. Eat more food than normal in small amounts throughout the day that are rich in complex carbohydrates (i.e. breads, fruits, crackers, low fat energy bars, etc.).

- Drink water (and preferably electrolyte replacement drinks) frequently and before you become thirsty. If you feel thirsty, you are already dehydrated. In extremely hot, dry conditions, it is possible to sweat one half to one quart of water and electrolytes per hour. A minimum amount of water per person per day in the desert is one gallon. In addition, your body can only absorb about one quart of fluid per hour so you must drink small amounts of liquids frequently.

- Wait for the shade. This is particularly important if you are walking uphill. In extremely high temperatures, you will overheat if you walk uphill in direct sunshine.

- Stay wet and cool. Carry some extra water to wet your hair and clothing. Place a wet bandana in your hat or on your neck. Evaporation will help to cool your body. Clothing will dry in 10 to 15 minutes, so you will have to soak it several times during the course of the hike.

- Every one half to one hour, sit down and put your legs up above the level of your heart. Such a break can flush out approximately 20 to 30 percent of the waste products that build up in your legs. Eat something and drink some fluids. These breaks will not slow you down in the long run.

- Do not "huff and puff". Walk at an aerobically efficient pace (one in which you can walk and talk). Walk at a faster pace and you will deplete your body's energy reserves more rapidly and you will produce more waste products.

- Do not exceed your normal level of physical activity and training.

Winter Environments

Increasingly, Americans are beginning to discover backcountry activities in the winter. However, what might be an inconvenience during a summer backcountry trip can become life threatening during the winter. Beyond the obvious threats of hypothermia and frostbite, winter campers must be prepared for hazards unique to this time of year.

[15] BuckCountry Ranger Page. (1998). World Wide Web address: http://www.grand-canyon.az.us.
[16] Ibid.

Table 3 identifies some precautions for guarding against some common winter hazards.[17]

Table 3. Precautions for Winter Camping.

- Beware of cold metal and supercooled liquids such as stove fuel. Both can cause instant frostbite in sub zero temperatures.

- Avalanche danger is a particular concern for western areas. Check weather forecasts as well as avalanche forecasts for indications of the danger level. Take an avalanche course from a reputable school. Be aware of your route and potential slide areas. Wear transceivers and carry shovels and probes.

- Make sure your tent is adequate for the conditions and not likely to collapse from snow loading.

- Be aware of "widow makers" tree limbs that could break and crush a tent when subjected to high winds or snow loading.

- Be careful when using stoves. Spilled fuel can cause instant frostbite and stoves used in tents or snow caves pose a major threat for carbon monoxide poisoning.

- Drink plenty of fluids. Many individuals dehydrate when they are out in the winter because they do not feel thirsty. Check the color of your urine (it should be light yellow) to determine if you are drinking enough fluids. Dehydration greatly increases the chances you will succumb to hypothermia and/or frostbite.

- Do not be too ambitious with regard to the distances you plan to travel. Many new winter campers are surprised by early sunsets and darkness. To estimate the amount of daylight you have left, hold your hand with your fingers together and horizontal to the horizon. Count the number of fingers between the horizon and the sun. Multiply the number of fingers times 15 minutes to estimate the amount of daylight you have left.

White Water

Finally, it should be noted that water sports continue to remain among the most popular activities for Americans when they go outdoors. Likewise, this environment is not immune to participants engaging in behaviors that put themselves and others at risk. The American Whitewater Affiliation offers some insight into accident trends for whitewater boaters and techniques that might reduce the number of accidents in the future.[18] An analysis of over one hundred whitewater fatalities revealed that the "top three killers of experienced white water paddlers were: pins (25%), long swims (25%) and swimming into entrapments (15%)."[19]

As a result of their findings, they make the following recommendations. First and foremost, participants must honestly consider their limits and abilities before considering a difficult descent. Related to concept of participants engaging in an "apprenticeship" that was addressed earlier in this paper, the American Whitewater Affiliation observes that, "In recent years many new boaters have progressed to advanced status rapidly, accomplishing in months what used to take years.

[17] Curtis, Rick. (1998). *Outdoor Action Guide to Winter Camping*. World Wide Web address: http://www.princeton.edu/~oa/wintcamp.html.

[18] American Whitewater Safety. (1998). *American Whitewater Safety*. World Wide Web address: http://www.rahul.net/awa/awa/safety/index.html.

[19] Ibid.

Unfortunately, their river reading skills and their appreciation of the dangers inherent in running difficult, technical white water is often limited by their lack of experience."[20] Second, kayakers should have a "100% bomb proof roll." Finally, all boaters should be trained to deal with emergency situations. The American Whitewater Safety Committee has published a set of waterproof flash cards for use in emergency situations. Some of the topics included are: river rescue, z-lines, harnesses, knots, medical treatment of the injured, hypothermia, survival shelters, and techniques for signally rescuers and helicopters. It should be noted that these cards should be viewed as an adjunct aid in emergency situations and should not be a viewed as a substitute for training.[21]

Possible Outcomes and Recommendations

Statistics from a variety of sources indicate that the number of search and rescue operations in U.S. park and recreation areas is continuing to grow. Further, it appears that this increase is larger than what could be explained by growing numbers of outdoor enthusiasts alone. Beyond the obvious moral implication of saving human life, there is an ominous trend in the number of individuals and their heirs bringing law suits against land management agencies when there is loss to life or limb. In many instances, this loss was due to poor judgment on the part of the plaintiff. Consider the following:

> . . .hikers in Grand Teton National Park become lost descending 11,938 foot Buck Mountain; one died of hypothermia. A lawsuit was launched claiming that park officials didn't institute rescue quickly enough. The plaintiff argued that park officials have an obligation to require safety equipment, to test the competency of each climber, and to "clear" the mountains of all climbers before dark. The park properly balked. Superintendent Stark argued that they hadn't the manpower or funds to carry out such functions, but perhaps more important: "The inherent dangers of mountain climbing are patently obvious;" and "many park visitors value backcountry climbing as one of the few experiences free from government regulation or interference."[22]

Such attitudes leave little doubt that many believe that their safety in the wilderness should be the responsibility of government and not themselves. Many land management agencies are in a dilemma with regard to search and rescue operations. It has been estimated that the average mountain search and rescue operation costs $25,000.[23] Many agencies are simply finding it difficult to afford such operations. As a result, legislatures have entertained a variety of possible new laws to curtail the high cost of SAR operations. Some of these have included:

- Billing victims for rescue costs
- Mandating that each hiker purchase a "hiker's license" before entering mountain trails
- Slapping an excise tax on hiking equipment, the proceeds going to a rescue fund
- Requiring each hiker to carry an electronic device that will signal his location if lost[24]

Unfortunately, some agencies have even considered closing areas for which they cannot provide search and rescue services.

What are some possible solutions? In the wilderness, perhaps more than in many other

[20] Ibid.

[21] Walbridge, C. and Sundmacher, W. A. Sr. (1995). *Whitewater Rescue Manual*. Camden, ME: Ragged Mountain Press. p. 9.

[22] Waterman, L. and Waterman, G. (1993). *Wilderness Ethics*. Woodstock, VT: The Countryman Press. p. 158.

[23] Ibid.

[24] Ibid. p. 153.

environments, knowledge is power. But more than simply teaching techniques, wilderness visitors must learn to develop good judgment. They must learn to objectively critique their own abilities and weaknesses and then be able to set reasonable goals for their wilderness trips. Perhaps Grand Teton climbing ranger Scott Birkenfield summed up the importance of good judgment best,

> I had to do a study of all the backcountry accidents in (Grand) Teton National Park recently. A total of 700 injuries and deaths. That's a lot of hurt people. You know what I found? Just one, just one, wasn't due to pilot error. All the others--whether it was bad judgment, or bad planning or lack of gear or the wrong gear or not knowing how to use the gear or whatever--all 699 were a direct result of pilot error.[25]

Without increased responsibility among wilderness sport participants, and a decrease in the number of search and rescue operations, legislation may steal the freedom of the hills from all of us.

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A BENEFITS BASED APPROACH TO MILITARY OUTDOOR RECREATION

By

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ABSTRACT:

This paper explains the basic premises of Benefits Based Management (BBM) for recreation services. The many advantages of BBM are provided and seven BBM programming principles are discussed. A three phase BBM program planning model is presented and finally, results from a study conducted on Misawa U.S. Air Force Base in northern Japan are presented.

Significance - Why Bother?

In order to determine the significance of outdoor programs on base and what role it plays, consider BBM. Other entities on base have established their significance, what is the outdoor programs?

BBM - The Four Premises

1. Articulation of outcome oriented goals that address issues and concerns that are viewed as significant by administration.
2. Outdoor recreation opportunities need to be structured to directly address the stated goals. We should not assume what we are presently doing is necessarily the best approach to program provision.
3. Establish a comprehensive monitoring and assessment procedure which allows us to document goal achievement and the ensuing benefits to the individual and beyond.
4. Establishment of a comprehensive marketing effort that effectively communicates the significance of the programs and services offered.

Many Advantages of BBM

BBM provides clear justification to officials for allocation of funds for outdoor recreation

BBM allows comparison of the benefits and costs of alternative uses of funds

BBM allows documentation of long term benefits in terms understandable by administrators

Shifts management focus from means to results or outcomes of services

Encourages programmers and supervisors to develop clear performance objectives that are measurable and identify clear outcomes of services

Focus on results leads to more meaningful evaluation of services and staff performance

Facilitates more meaningful understanding of demand for outdoor recreation

Participants can communicate interests in recreation from the benefits they want to receive

Makes the participant a more informed consumer

Participant has better understanding of the potential benefits of various outdoor recreation opportunities; thus can make more informed decisions

Participants become more informed supporters

Enhance rationality for fee structure

Helps determine the extent of benefits to the participant and the agency; thus assist in determining appropriate fee structure based upon individual vs agency good

Makes the outcomes of outdoor recreation participation very explicit in terms of benefits; these benefits can be clearly presented to participants in a positive message

Clarifies value of recreation beyond simple revenues generated

Identifies larger economic benefits to the agency in terms of cost savings and individual productivity increases

Advances the recreation profession

Allows professionals to articulate the significance of our profession in terms that place us on a par with other human service professions

Provides clearer justification for our professional training and existence

Seven Key Programming Principles for BBM

Accomplishment: consistently provide opportunities for success.

Encouragement: inspire hope and belief for achievement or success.

High Expectations: communicate belief in success.

Positive Time Use: encourage engagement in activities that provide for enjoyment, learning and growth.

Recognition: provide acknowledgment and reward for success and achievement.

Significant Relationships: provides opportunities for relations that exhibit mutual respect, interest, and reliability.

Support System: promote opportunities to socialize with peers and adults, who share attitudes and values, that provide an atmosphere of consistency and acceptance.

A Three-Phase BBM Program Planning Model (see model on next page)

Phase I: Benefits and Opportunity Identification:
Establish Outcome - Oriented Goals

Phase II: Implementing and Monitoring:
Restructure Opportunities Provided to Respond to Targeted Goals/Benefits (& not simply assume that all recreation is good)

Phase III: Evaluation and Documentation:
Establish a Comprehensive Evaluation System

Phase I:Benefits and Opportunity Identification:
Establish Outcome - Oriented Goals

Common characteristics of program goals and performance objectives:

a. Specific - clear and concrete
b. Measurable - determine whether or not they were met
c. Pragmatic - attainable and reality based
d. Useful - worth the effort
e. Linked to needs - of the participants and organization

Phase II: Implementing and Monitoring:
Restructure Opportunities Provided to Respond to Targeted Goals/Benefits (& not simply assume that all recreation is good)

Programs must focus on target issues and significant outcomes

Strategies for assessing outcomes must be established

Program structure must be unique to specific universities, participants and situations

Program structure and content must be developed to directly address proposed outcomes

Programs must be multi-faceted

Leaders must be trained in processing and use these skills

Evaluate, evaluate, evaluate

Phase III: Evaluation and Documentation:
Establish a Comprehensive Evaluation System

Evaluation Techniques
A. Formative assessment and evaluation is carried on throughout a program or project.
B. Summative evaluation is usually conducted at the end of a project or program.

BBM Activity Planning Model

Program Principles

Phase I

TARGET ISSUE(S)

The major social issue or problem being addressed over the length of the program.

TARGET GOALS:

Identification of the protective factors that will be developed through the series of activities provided over the length of the program.

→

Coping Ability
Goals orientation
Internal Expectations
Optimism
Personal responsibility
Self-efficacy

Phase II

ACTIVITY COMPONENTS

Performance Objectives:

Performance objectives that identify the specific observable outcomes for that day's activities.

Daily Activities and Procedures:

Identification of all specific activities for the day and the procedures used to provide these activities and to achieve the target objectives and goals.

Processing of Activities:

Provide the participants an opportunity to reflect on the day's activities. May discuss participant's perceptions of the achievement of target objectives and goals.

Monitoring:

Identification of the achievement of activity objectives and comments relating to the implementation of the activities. Do changes need to be made before the next activity session?

Phase III

BENEFIT OUTCOMES

Target Issue(s)

Target Goals

→

Social Issue(s)

Coping Ability
Goals orientation
Internal Expectations
Optimism
Personal responsibility
Self-efficacy

RESILIENCY

Air Force Study 1998

Contracted by PACAF/MWR Services

Where: USAF Misawa, Japan

Purpose: To test BBM on a Military installation in an Outdoor Recreation Program

Who: Two students, one undergraduate and one graduate spent the summer, one faculty for training and evaluation.

What: Supervised a summer hire program and built a family campground and established an outdoor recreation program for singles. The goal of the summer hire program was to increase community involvement and community pride.

Research Project: Pre- and post-test of both a control and experimental group, plus written comments.

Measurement and Evaluation

Survey Instrument:

Community/Base Pride - 25 questions
Adult Resiliency Attitude Scale - 67 questions
Responses were based on a 5 point Likert Scale:
1=Strongly Disagree 5=Strongly Agree

Study Sample

Group	#Pre #	Post
Control - Other summer hires	14	6
BBM Experimental	10	7

Study Results

Community Pride (mean scores)

Item	Exp. Group Pre	Exp. Group Post	Con. Group Pre	Con. Group Post
My actions have little impact on QOL in our community	3.5	2.0	2.8	2.2
I am able to be a leader in this community	3.3	3.7	3.4	3.8
I am proud of our community	3.1	3.6	3.6	3.5
I should be more involved in community happenings	3.3	3.7	3.1	3.3

Study Results cont'

Selected Resiliency Measures (mean scores)

Item	Exp. Group Pre	Exp. Group Post	Con. Group Pre	Con. Group Post
I am good at making new friends	4.5	4.3	4.0	4.3
I learn from past mistakes	3.6	4.3	4.0	4.2
I am good at getting things done	4.3	4.0	4.1	3.7
I like to help other people	4.2	4.1	3.9	3.7
I like to help my friends	3.2	3.9	3.7	4.2
I do things to make it better for other people	4.0	3.5	3.4	3.8

Participant Comments

I got to do some things that I may not have tried on my own. As a result I have gotten over several of my fears.

I learned that I could trust and depend on others.

I also learned that working as a team helps you get through the job easier and faster.

I saw certain friends of mine emerge as leaders... It made me feel like I was a bigger part of the project when I was consulted about important decisions.

I enjoyed the leadership training the most because it gave me the opportunity to try some new things.

I feel like I have accomplished something and it will help me in future jobs when a boss gives me a task that I can set goals for.

Singles Program

Overnight backpacking trip in the nearby Hakkoda Mountains.

Three leaders, and 8 active duty participants.
(7 male, 1 female)

Measurement: One-time post survey, 19 items

Singles Program Selected Results

(Based on a 5 point Likert scale with 1=strongly disagree, 5=strongly agree)

ITEM	MEAN
Skills/ability improved	4.7
Use leisure time more wisely	4.7
Benefitted from activity	4.7
Will continue activity	4.7
Enjoyed activity	4.8

ITEM	MEAN
Enjoyed meeting people	4.8
Had fun!	4.8

SUMMARY

Overall a very successful program

Better coordination on the front-end would have been nice

Wish we would have been able to begin the singles program earlier in the summer

Made a difference in the participants lives

Outdoor Leadership Education: The Past, Present and Future

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ABSTRACT:

Leadership education is important in the development of safe, effective leaders in outdoor pursuits. Several models of leadership education exist: co-curricular training programs, organizational training programs, and academic programs. A growing trend is for potential leaders to spend several years at a college or university in a degree program specifically designed to teach them the skills and techniques of outdoor leadership. This paper will present past research that speaks to the competencies necessary in outdoor leadership and current research designed to compare academic degree programs that train outdoor leaders with the previously documented competencies.

INTRODUCTION:

Leadership education is important in the development of safe, effective leaders in outdoor pursuits. The use of the outdoors for educational, recreational and therapeutic purposes has increased in the past decade resulting in increased participant injuries and environmental damage (Priest & Gass, 1997). These results have precipitated the need for competent leaders to teach the skills necessary to safely use the outdoors. Where do these leaders receive their training? Several models of leadership education exist: co-curricular training programs, organizational training programs, and academic degree programs. A growing trend is for potential leaders to spend several years at a college or university setting in a degree program specifically designed to teach them the skills and techniques of outdoor leadership. This paper will present leadership education from two perspectives: (1) past research that documents the competencies, skills and techniques necessary for effective outdoor leadership and (2) current research designed to compare those documented competencies with current academic degree programs that train outdoor leaders. The purpose of the paper is to discover if the competencies are being taught to potential outdoor leaders.

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PAST RESEARCH:

Research on outdoor leadership education started in the 1970's. Early studies by Shiner (1970), Cousineau (1977), and Mendence (1979) developed a database of competencies for outdoor leaders and recommended educational programs to train potential outdoor leaders. Green (1981), Swiderski (1981), and Buell (1981) built upon the previous studies and also identified specific competencies, though their studies were more region specific. The content of Buell's study resulted in a manual designed for leaders to compare their self-assessed skills and experiences with the national rankings (Buell, 1983). Priest did similar studies in 1984 and in 1986 which included more international respondents. In 1987, Priest used a metanalysis of the previous studies to determine the critical core competencies of an effective outdoor leader that included: 1) technical skills; 2) safety skills; 3) minimum impact skills; 4) organizational skills; 5) instructional skills; 6) facilitation skills; 7) flexible leadership skills; 8) experience-based judgment; 9) problem-solving skills; 10) decision-making skills; 11) effective communication skills; and 12) professional ethics. The most recent study was a 10-year longitudinal study completed by Raiola (1996) who looked at competencies and teaching methods in an academic curriculum.

With the critical core competencies of outdoor leaders well documented, it is important to look at if, as well as how these skills and techniques are being taught to potential leaders in college and university settings. It is appropriate to look at what is actually happening in terms of current practice. What curricula are being offered to students at college and universities that offer degrees in outdoor leadership? What courses are required in each program? What specific skills and techniques are being taught in each course?

METHODOLOGY:

In this study I reviewed 15 four-year academic degree programs in outdoor leadership at colleges and universities in the United States to compare what was being taught with the documented competencies and to make some generalizations about how outdoor leaders are currently being trained in higher education. Potential programs were identified through the Association of Experiential Education and the Association of Outdoor Recreation and Education membership directories. A faculty member from each potential program was contacted and asked to send material on the degree program including catalog copy, specific program information, and any promotional materials used. I reviewed the material and eliminated two-year programs, schools with minors in Outdoor Education/Leadership, schools outside the United States, and schools that were in the process of developing academic programs.

I first looked at general information from each school such as title of the degree program, the department where the degree program was housed, total number of credits required, and percentage of credits that were specifically oriented to leadership education. I then examined course titles and descriptions from college catalogs and program materials and sorted the titles into the following categories: technical skills, including land based and water based; interpersonal skills; emergency skills; teaching methods; leadership; practical experience; leadership with various populations; theory; and administration. Within each category specific courses offered by schools were recorded and the number of schools requiring each course was tabulated. A limitation of the study was the fact that course titles and descriptions did not always accurately reflect the entire curriculum

of a course. I found that the titles and descriptions were generalizations of course content, and as a result, had to make potentially misleading decisions about what was included or not included in program curricula.

RESULTS:

There did not seem to be a typical school at which programs were offered; degree programs occurred in both large universities and in small schools and in both public and private institutions. There was no agreement as to what to call these degree programs, as the titles differed tremendously from school to school. Titles included "Wilderness Leadership," "Outdoor Leadership," "Outdoor Leadership and Instruction," "Experiential Education," "Adventure Education," "Outdoor Education," "Outdoor Adventure Education," "Outdoor Recreation" and "Adventure Recreation."

The department where degree programs were housed varied greatly between schools, and tended to impact the courses within the program. Out of the 15 schools, 9 (60%) were located in Health, Physical Education and Recreation (HPER), Recreation Management, or Leisure Studies departments. Two programs were located in Kinesiology or Exercise Science, one in Environmental Sciences, and three in outdoor or adventure education/leadership. The total number of credits required for the degree varied from a low of 46 credits to a high of 84 credits. In the total number of credits required, some schools tended to require courses strictly related to outdoor leadership such as technical skills, group process, leadership and administration. Other school stressed course work in the natural sciences, psychology, and education. Programs within Health, Physical Education and Recreation departments tended to have community based recreation courses required as well as outdoor leadership courses. The percentage of required credits in each curriculum that were specifically outdoor leadership focused ranged from 22.2% to 86.8%. Refer to Figure 1.

FIGURE 1
FOUR-YEAR COLLEGE/UNIVERSITY ACADEMIC DEGREE PROGRAMS

COLLEGE/UNIVERSITY	PROGRAM TITLE	DEPARTMENT	TOTAL CRDTS/ % OL FOCUS
Brevard College	Wilderness Leadership Experiential Education	Exercise Science	49/81.6
Eastern Washington University	Outdoor Recreation	Recreation/Leisure Services	84/59.5
Ferris State University	Outdoor/Adventure Education	Rec. Leadership Management	80/25.0
Georgia College	Outdoor Education	HPER	53/45.2
Green Mt. College	Adventure Recreation	Recreation/Leisure Studies	65/67.6

FIGURE 1 (CON'T)
FOUR-YEAR COLLEGE/UNIVERSITY ACADEMIC DEGREE PROGRAMS

COLLEGE/UNIVERSITY	PROGRAM TITLE	DEPARTMENT TOTAL	CREDITS/ % OL FOCUS
Northern Michigan University	Outdoor Recreation Leadership/Management	HPER/OR Division	54.5/49.5
Northland College	Adventure Education	Outdoor Education	59/76.3
Prescott College	Wilderness Leadership	Adventure Education	-
Unity College	Outdoor Recreation	Environmental Sciences	70/71.4
University of Alaska/ Anchorage	Adventure/Outdoor Education	Physical Education	72/22.2
University of New Hampshire	Outdoor Education	Kinesiology	69/86.8
University of Southern Colorado	Outdoor Adventure Education	HPER	46/56.5
Warren Wilson College	Outdoor Leadership	Outdoor Leadership	84/61.9
Western Carolina University	Outdoor Leadership and Instruction	Parks/Recreation Management	75/42.6
Western State College	Outdoor Leadership and Instruction	Recreation	62/54.8

TECHNICAL SKILLS

Technical skills formed the backbone of many curricula, with leadership, theory and administration courses building on the skills learned in the beginning skills courses. In terms of land based skills, specific courses offered and the percentage of schools requiring each included backpacking (93%), winter camping (60%), top rope climbing (53%), map and compass (53%), challenge courses (53%), mountaineering (40%), cross country skiing (27%), lead climbing (20%), biking (20%), outdoor living (13%) and ice climbing (6%). Water based skills included canoeing (73%), kayaking (47%), rafting (27%), sea kayaking (20%) and lifeguarding (13%).

INTERPERSONAL SKILLS

Seven of the 15 schools (47%) required a specific course in interpersonal communication or group process. Example course titles included "Group Dynamics," "Adventure Activities, Facilitation and Group Behavior," and "Group Process." Several

schools offered a course that combined leadership and group dynamics and was titled as such.

EMERGENCY SKILLS

The range of emergency skills required by schools was quite large. Five schools (33%) required Wilderness First Responder, Outdoor Emergency Care was required by 3 schools (20%), Wilderness Emergency Care by 2 schools (13%) and only one school (7%) required the following: Sports Medicine, Basic First Aid, Advanced First Aid, Wilderness Second Aid, EMT, Wilderness EMT and Survival Education. Out of the 15 schools, 4 (27%) required a course in search and rescue. Several schools required more than one course in emergency skills: EMT and Wilderness EMT; Advanced First Aid and Wilderness Second Aid; and Sports Medicine and Wilderness Emergency Care.

TEACHING METHODS

Six schools out of the 15 reviewed (40%) required a specific course in teaching methods. Examples of course titles in this category included: "Outdoor Education Teaching Techniques;" "Experiential Education Methods;" and "Instructional Methods."

LEADERSHIP

Out of the 15 schools surveyed, 14 required some type of leadership course. Eleven schools (73%) offered a course in outdoor leadership; 8 schools (53%) offered a course in recreation leadership. In 6 schools (40%), the only leadership course required was outdoor leadership. Three schools (13%) required only a course in recreation leadership. Five schools (33%) required both outdoor leadership and recreation leadership. One school did not require a course in leadership and did not offer it in the curriculum. Several schools required coursework in leadership with various populations that was represented by three areas: therapeutic recreation required by 7 of the 15 schools (47%); adventure based therapy required by 3 schools (20%) ; and a course titled "Gender Responsible Adventure Education" required by one school. Many schools were involved in requiring outside leadership experience of their students in the format of practica and internships. Eighty percent of the schools surveyed required some sort of practicum experience, and 73% required an outside internship.

THEORY

There seemed to be a core of introductory theory courses that were required by schools and from there a wide variety of additional theory courses arose. All 15 schools required some sort of basic theory course with titles such as "Philosophy and Methods of Outdoor Education," "Theory of Adventure Education" and "Introduction to: Recreation and Leisure; Outdoor Recreation; Outdoor Education; and Environmental Education." Examples of titles of additional courses which were required included: "Commercial Recreation;" "High Adventure Travel;" "Interpretation;" "Social Psychology of Leisure;" "Ethics;" and "Philosophers." Five of the 15 schools (33%) required a Senior Seminar course covering advanced theoretical concepts.

ADMINISTRATION

The area of program administration was also extremely varied. Most schools required a base of program planning and administration courses with many schools requiring additional courses to supplement that base. Seven schools (47%) required a course in program planning. Twelve out of the 15 schools (80%) required either recreation administration or outdoor education administration. Other topic areas required by many schools included facility management (47%), research (40%), legal issues (20%) and management of natural resources (20%). Examples of other course titles offered in the area of outdoor leadership administration included: "Accounting;" "Marketing;" "Human Resource Management;" "Camp Administration;" "Budgeting;" "Finance;" and "Administration of Commercial Recreation."

CONCLUSIONS:

The major conclusion of the study is that there is no clear consensus on outdoor leadership training in the college and university academic setting. There is a wide variety in how leadership training is delivered to potential outdoor leaders based on the following:

- the philosophy of the school within which the academic program is housed (for example smaller liberal arts colleges tended to require additional coursework in psychology and natural sciences because of their liberal arts philosophy);
- the department within which the academic program is housed (for example programs in Health, Physical Education, and Recreation departments tended to require additional recreation courses); and
- the location of the university or college (for example schools in the southern United States tended not to offer courses in winter camping).

Other factors that affect the academic curriculum, but were not examined in this study are:

- the relationship of school size to the number of courses offered;
- the number of students in the major;
- the total number of students in the school;
- the number of full and part time faculty members in the program; and
- the financial situation of the program and the college or university.

There are no nationally accepted standards from the professional field of outdoor education that dictate what should be taught in a leadership development program. Neither is there any accreditation body that standardizes outdoor leadership curriculum. The Association for Experiential Education accredits outdoor programs based on safety and administrative organization, not based on academic curriculum. The only standards would seem to arise from the research on outdoor leadership competencies that conclude that a competent outdoor leader should have a strong base of technical, interpersonal, and safety skills upon which are built leadership, facilitation, and teaching with a strong underpinning of theory. Based on the above competencies and the results of this study, it seems that college academic programs are requiring curricula that develop the necessary competencies in potential outdoor leaders. Yet different schools deliver these curricula using different methods, depending on the resources available to them.

Further studies should be completed which look into more specifics: how and where are skills being taught; what is the best progression of courses that will develop competent leaders; and in job situations, how do leaders trained in an academic setting compare with those who were not. Since academic programs in outdoor leadership are growing, it is important to develop a body of knowledge concerning how to best train safe and effective leaders.

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TRAINING AND DEVELOPMENT THROUGH ADULT LEARNING THEORY

By

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ABSTRACT: This paper is the result of a study of the Outdoor Program Centre (OPC) at the University of Calgary. An analysis of the training program in this organization offers recommendations that can be of benefit to other outdoor recreation centres. Due to space limitations the full methodology and results will not be presented here. Several training issues were identified. Information overload during training sessions is a common problem identified by employees. Training is perceived as giving employees an overview of how to do their job rather than teaching important skills and knowledge. Recommendations to improve the training program are outlined. Specifically, on-the-job training, coaching and mentoring, updates to training manuals and documents, changes to the training program design and structure, performance measurement standardization, and organizational culture are discussed.

Introduction

The Outdoor Program Centre offers products and services such as facility access, equipment rentals, instructional and recreational programs, and repair services for outdoor equipment. Employees are trained as recreation service workers to carry out various job duties such as equipment booking and cash responsibilities. Employee training is affected by a number of environmental and cultural variables.

The organization's training strategy is designed to ensure accuracy in details and elimination of errors to assist in revenue generation. Training needs are derived through examination, review and analysis of successful and unsuccessful interactions between customers and staff. Training objectives focus on the correct identification of equipment, proper rental and return of equipment, effective and efficient work order procedures, and accurate cash balancing. The lecture format is emphasized with training sessions facilitated by senior full-time managers. Due to fluctuations in employee availability and business cycle, employee

training processes varies in length. Training success is measured through staff performance, turnover statistics and workforce utilization.

OPC Training System

Information included in this section is compiled from an interview conducted with the training supervisor. The position of Recreation Service Worker (RSW) is analyzed.

Strategy and Purpose

The OPC training strategy is designed to ensure accuracy in details by focusing on eliminating errors as well as emphasizing revenue generation. Alignment of business objectives and training objectives is believed to exist because of the continued viability of the organization's profit capabilities, but the relationship is not actually cognitively planned and is very indirect. The purpose of the training program is to teach employees organizational processes and skills specific to the OPC.

Training is seen as a means to accomplish the mission statement. Through teaching employees about the equipment and what OPC can offer, employees should possess the technical knowledge, attitude and skills they need to effectively and efficiently serve customers. Training on soft skills such as interpersonal and communication skills are not specifically provided since management focuses on hiring individuals with previous training and experience in these areas.

84

Development & Objectives

The development of the training program begins with annual meetings to discuss training initiatives. From these meetings, training needs are identified. Training needs are derived through examination, review and analysis of successful and unsuccessful interactions between customers and staff. Data from these interactions is not formally collected. Informal feedback from trainers allows senior staff to assess critical service incidents that require employee training and retraining. Occasionally, qualitative data provided by equipment report forms and the counter supervisor daily log serve to validate training needs. Although the main training strategy is designed to be proactive, the system appears to be reactive to internal and external environmental variables. Therefore, the training program is ad hoc, needs driven and excessively responsive to change.

Objectives of OPC's training strategy include correct identification of equipment, proper rental and return of equipment, effective and efficient work order procedures, and accurate cash balancing. The goal of training is to change for the better by striving to reduce common employee errors. The training program is constantly being adapted through yearly reviews. Training changes as new equipment and new courses are offered. After undergoing training, employees should be able to give advice on matters of equipment rental and course registration.

Training Methods

Various training methods are used at the OPC. The lecture format is primarily used for the introduction of new information. The trainer engages participants in discussion and encourages as much action learning as possible. A small amount of technology training is included. Senior staff facilitate training sessions. An emphasis on active forms of training such as on-the-job training and behavioral modeling is prevalent. These are important to ensure trainee involvement in the learning process. Learning by doing is heavily emphasized as a means to train employees. Specifically, this would focus on familiarizing employees with the U of C computer system. The computer system is accessed through assigned password sign-ons and initials. Levels of access can be set which allow staff to perform tasks related to the five functions of the RSW position.

Training Period

The entire training process varies in length and is ongoing. It is dependent on employee availability and scheduling. Ideally, formal training sessions for the five functions would consist of a maximum of 14 hours, which is approximately 2.5 hrs per function. On-the-job training is dependent on an employee's actual work experience (number of hours per week) at the OPC. An individual who works 3-10 hours per week would have less practice than someone who works 14-20 hours per week. Therefore, those individuals with less on-the-job experience have a longer training period.

In addition to variable working hours, many employees follow a cyclical pattern of employment. The trend is for students to accumulate many hours during the spring and summer and fewer hours during the fall and winter. Usually, an individual can be fully trained to handle all aspects of the job in approximately 8-10 months.

Training Facilitators

Full-time staff and senior managers conduct all training sessions. Before an individual is given responsibility for training, they need to demonstrate that they have the experience and interest to handle these important duties. There is no formal "train-the-trainer" program in place. Experienced full time staff express their interest in training new staff to the supervisor. No assessment of their knowledge and ability to train new staff is completed. The abilities of training staff are informally assessed by the supervisor. The informal assessment may consist of a review of their performance on the tasks associated with the RSW position. New trainers work with senior staff observing training sessions and sharing facilitation responsibilities in these sessions.

Survey Methods

Four employees from the Outdoor Program Centre were interviewed. Three of the employees were employed as part-time staff in the Recreation Service Worker position. The fourth employee holds a full-time position as the OPC Customer Service Supervisor. Employee A was trained to the facility access function. Employee B was trained to the booking attendant function. Employee C is trained to the head cashier function.

Recommendations

Given the best case scenario and an unlimited budget, the following recommendations can be considered. Certain recommendations have cost implications that might make them difficult to implement. After considering financial constraints, I believe that development of employee training manuals and train-the-trainer manuals, incorporating the training design recommendations as well as quantifying employee performance would have the most cost-effective benefits for the training system at OPC.

On-The-Job Training

This training method is used extensively at the OPC, several observations and suggestions are noted. First, a true on the job system should be developed which includes a mix of formal training and support systems (Belcourt & Wright, 1996). Special diligence must be applied to ensure that employees are not abandoned after their formal training. In determining who will do the training, the prime prerequisite is that potential instructors are trained and qualified to teach. As the OPC relies on full-time supervisors for this important function it is important that these individuals must want to be trainers, possess excellent communication skills, and be experts in their skill area. To effectively promote an environment that is conducive to learning, trainers must show patience and respect for differences in individuals abilities to learn.

As adapted from Belcourt and Wright (1996, pg. 216), the following steps should be implemented:

1. *Show the trainee how to perform the job.* It will be important to break the job into manageable tasks. A common complaint expressed by training participants was the great deal of information presented in training sessions. Therefore, to reduce the intensity of training sessions, present only as much as can be absorbed at one time. Employees should know the why as well as the how for the task. As a result, the trainer needs to encourage questions from trainees. Time should also be taken to illustrate how the job fits into the organization and why the job is important to the organization.
2. *Allow the trainee to see the whole job again.* In addition to seeking questions from employees, the trainer should ask questions to determine comprehension level.
3. *Gradually involve the trainee by asking him/her to perform less difficult parts of the job.* The purpose of this step is to build some confidence in the participant by trying to ensure initial success. The goal is to minimize the trainee's frustration level.
4. *Allow the trainee to perform the entire job.* During this step, positive feedback is very important. Improvements should be suggested where necessary.
5. *Leave the trainee to work alone.* Clearly, explain to employees when and where to find help if necessary. While the employee should be closely supervised initially, supervision can be reduced once the employee gains confidence and skill and begins to feel comfortable with doing the job.

Throughout the entire process, each step should be repeated as necessary, with the trainer showing understanding for the learning that is taking place.

Coaching and Mentoring

The implementation of a formal, structured process will allow for more stringent monitoring of an employee's training. For example, coaches could be scheduled on the same shifts as the employees they are coaching. A mutually developed plan and set

of objectives agreed on by employee and coach will ensure accountability in the training system. If objectives are not met after effective training has occurred, and this is due to poor employee performance then the employee can be held accountable. The plan must also include an evaluation or measurement procedure to determine the success of training

Assignment of mentors can also be used to facilitate learning and training development. An individual's motivation level for the mentoring program, his/her time availability and their knowledge about how the organization really works are important criteria that must be assessed. Once mentors are identified, they should meet with their assigned employee as soon as possible. The mentor and his protégé need to be in frequent contact with each other to ensure problems are addressed and issues resolved.

1. Strict monitoring of employee training records is needed. This can be accomplished by developing a training schedule or calendar to track employee training.

Manuals and Documents

1. Updates to the existing training manual must be completed. This will ensure a common guide for all employees and facilitate a certain degree of standardization in the training process, see Appendix 1 for instructional design recommendations.
2. Development of learning standards and objectives will make the observation and measurement of training results easier. Training participants should know what is expected of them after completing each training session.

Training Program Design

Elements of adult learning theory should be included in the development of the training program and all instructional materials. Appendix 2 presents basic information for adult education situations.

1. The amount of time per training session should be extended by incorporating actual monitored on-the-job training. Training participants should be given more time to absorb and gradually integrate their learning with actual work experience. If possible, employees should be trained in a classroom environment during the morning and then apply learning through interacting with customers or observing trained staff in the afternoon. This must be done under the supervision of one of the senior training staff.

2. Implementation of a specific training program dealing with interpersonal and communication skills needs to be considered for those employees who feel they lack these skills. With the heavy emphasis on customer service and satisfaction, all employees should be given an opportunity to improve their skills in these areas. Moreover, including a role playing component or case incident method in an employee's training will enhance skill development in dealing with critical service encounters. Employee empowerment is critical to improved customer service.

3. All training participants should be given the chance to practice on the computer system before actually using it on the job. For instance, they should be able to work through a mock work order on the computer. Another multi-media application would be to create training sessions on video. This would decrease the amount of trainer time and cost. Flexibility gained with this method would offset difficulties in scheduling training sessions and employee availability.

4. The training process should focus more on the higher levels of the domains of learning. More emphasis needs to be placed on comprehension and application of learning. In developing the training curriculum, the training sequence should consist of four basic activities (Belcourt and Wright, 1996; White, 1997):

a) *Experience* - present an experience or situation that demonstrates a problem that participants would be experiencing at work, such as having to deal with an irate customer.
b) *Information* - present theoretical information and concepts that explain why the problem occurred and that lead to discussion of alternative approaches.
c) *Analysis* - analyze the demonstrated situation to illustrate the effectiveness of the concepts or material to be taught.
d) *Practice* - practice the new concepts in order to solve the problem. This recommendation, by allowing for analysis and problem solving, addresses the cultural expectations of autonomy and individualism, which are prevalent amongst OPC staff.

Cultural Change

Implementation of new systems or processes will require some cultural change. Cultural change must be supported by management. In this instance, training supervisory staff on accepted business practices could produce recognition of their benefits and acceptance of change. Some business practices that could be trained are information management, job design, employee appraisal systems, or qualitative analysis. Without cultural recognition and acceptance of the need for change, good recommendations can fail.

Conclusion

The effectiveness of any training system is determined by the successful job performance of training participants. Training should facilitate both learning and performance. During training, employees are undergoing a process of learning where they are acquiring new skills, knowledge, and attitudes. Performance, which is the application of these new skills, knowledge and attitudes is dependent on the quality of training, feedback received and the opportunity to practice. When quality training, feedback and practice are provided, employee development can progress. By following these principles, OPC can ensure that the training strategy employed will facilitate organizational performance and excellence.

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Appendix 1 Instructional Design

1. Assess the need for training.
45 caliber question
Look for performance gap
Needs analysis

2. Analyze the target population
Attitude
Background
Interests
Expectations

3. Establish the Learning Objectives
S.M.A.R.T. Specific, measurable, attainable, Realistic, timely
Observable Behaviors
The video test

4. Determine the Training Content
List the Actions
Identify the Knowledge
Sequence the content
Think then do

5. Develop the Training Modules
Introduction
Overview
Presentation
Exercise
Review and Summary

6. Design the Participant Materials
Introduction
State Objectives
Groupings
Intra-organizational
Illustrations
Text layout
Memory Triggers

7. Evaluate the Training Effectiveness
Reactions- at the time
Learning- pre and post test
Behavior- on the job
Results- quantify

[1] Reference: A. J. White 1997 Train- the- Trainer, Adult Learning Theory

Appendix 2 Adult Learning Theory

Malcom Knowles is a highly respected and knowledgeable expert on adult learning theory. Knowles suggests that the following principles be applied in teaching adult learners new skills and knowledge.

1. Identify why the training is needed.
2. Focus on "real world" issues.
3. Allow learners to challenge ideas and make decisions.
4. Relate training to experience.
5. Respect individual differences.
6. Make the learning action oriented.

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ENVIRONMENTAL SERVICE PROJECTS - Credit and non-credit programs

ABSTRACT

This presentation, offered by Dr. Barbara Klingman and Jennifer Stewart focused on environmental service projects as they are facilitated through a service learning opportunity as part of an academic program for credit as well as an opportunity to create awareness and "give back" through an outdoor recreation non-credit activity program.

At a time when resources are diminishing to maintain natural areas and provide for adequate programs both methods of organizing environmental service projects are needed and beneficial to the students, universities, communities and natural environments. Responding to needs in local areas, other states or other countries can be as creative or basic as the coordinator deems requiring specific skills or merely requiring time and effort. Universities can use environmental service projects to reach out to communities and assist governmental agencies while capitalizing on the internal benefit of collaboration between the academic and non-academic units. Environmental service projects provide for a "win-win" situation for all involved.

How to Organize an

ENVIRONMENTAL SERVICE PROJECT

Organize a committee or identify an individual to be responsible for:

- Researching and selecting a project site and needs
- Organizing logistics-food, transportation, equipment etc.
- Promoting the activity
- Executing the project

To research a site and identify needs, contact:

- Outdoor leaders
- Local outfitters
- Trail clubs
- River authorities
- Nature centers
- State Parks
- City parks and recreation departments
- Volunteer organizations
- Extension services
- Clean and Beautiful Commissions
- National Parks/Forests- ranger stations

Possible needs:

- Trail maintenance
- Cleanup -rivers, parks, trails, roads
- Construction

Select a site based on:

- Current program use
- Location -provide transportation or meet at site
- Skills necessary
- University ties or image

Organize logistics:

- Confirm plans with site authorities or organizing body
- Secure transportation, equipment needs, food, lodging etc.
- Advertise and promote providing info-who, what, where etc.

Advertise and promote activity:

- Hang flyers and posters
- Feature in recreation publication
- Article in school paper
- Campus display with pictures, handouts and person available to answer questions and enthusiastically recruit
- Mailing list to outdoor program participants and previous service project participants after first event
- Execute project

Recognize project afterwards

- give away t-shirt or token
- picture display on bulletin board
- article in school paper and recreation publication

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Service Learning: A Recreation Model

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Abstract:
The concept of service learning is not new. Many programs have been involved with service projects for years. As an academic program, believing in the power of experiential education, we have often required field components to our courses. It is only natural to make the connection with the experiential field component and the service to the community component. This presentation is intended to expose you to the concept of service learning and give you some ideas for projects. I also hope we can discuss the programming or administrative elements that need to be covered in order to establish a legitimate service learning course.

Service Learning: A Recreation Model

If you are a fiercely independent person who sees their responsibilities only to family and job, you probably will not be a strong supporter of service learning projects. However, if you see yourself interdependent on the various communities around you - if you think you will not prosper unless the communities to which you belong prosper - than you are probably already involved in service projects. The academic component may be the only new ingredient.

If you want:

- A Great Way to Learn
- To Build Community Partnerships and Student Relationships
- To Develop A Service Ethic

Service Learning Projects to the Rescue

How is Service Learning Different than Environmental Service Projects
(It is an instructional method used in many disciplines as part of the course credit requirement)

Community Service + Academic Instruction/ Learning Objectives
=
Service Ethic + Community Building + Reflective Thinking + Enhanced Skills

WHY DO IT: Goals/Benefits

⇒ Enhance Learning:
Students see relevance of academic subject to real world
Experiential learning is powerful

⇒ Develop the Service Ethic:
Teach students the role of service in building community
Increases civic responsibility

⇒ Meet Community Needs
Fills in gaps of budget cutbacks
Provides innovative programs

⇒ Partnerships are Strengthen
Recognition and awareness of each other's program
Both community and educational programs benefit

THINGS TO CONSIDER:

1. Start Small
2. Legal Issues to Consider
3. Be Encouraging and Excited About Opportunity
4. Select a Service That Meets a Community Need
5. Select a Service That Meets Your Learning Objectives
6. Do You Want it Mandatory or Optional
7. How Will You Encourage Reflection
8. Academic Integrity; What is Basis of Your Grade
9. Group or Individual Projects
10. Celebrate Success

Service Learning Projects

Slide Show

So you want to do a service learning project and you don't know what to do!

I would suspect that most of you are doing some service projects and if you want to make it **SERVICE LEARNING** you just need to add the reflection and focus on what they are learning in the process.

I just wanted to give you a few ideas of potential **Service Learning** projects. And I would like to thank a few contributors of the slides: Darla Deruiter - WSC Colleague, Mark Kintz - WSC Alumni, and Arden Anderson - BLM Ranger

Slide 1. **People w/ ranger:** Most of you are familiar with some common project that you should be able to easily hook up with. You contact the group responsible for maintaining the trails in your area and volunteer to assist them.

Slide 2. **At Trailhead Getting Ready:** Everyone gets together and gets outfitted and then the work begins

Slide 3. **Digging:** Maybe you have to route a new trail

Slide 4. **Revegetation:** Then maybe you have to revegetate an area that is being lost to erosion (can you think of some of the things you could be asking students to learn during these projects - pollution, conservation ethics, physics, group dynamics,...

Slide 5. **Scree Trail Building:** Of course sometimes you wonder if a trail should really go through this area, but still you persevere. And finally you end up with your version of --

Slide 6. **The Grand Portage:** okay only kidding

Slide 7. **Father & Son putting in Sign post:** Fathers and sons can get together to work, like putting up this trail sign.

Slide 8. **Group by Information Board:** Those not into the hard physical labor can often help by gathering material, and designing, and posting an information board. One would obviously have to become fairly knowledgable about the area and how to present make a good interpretive display.

Of course their are many other projects you can do to help your favorite or most needed land management agency.

Slide 9. **Structure in disrepair**: Maybe it is restoration work

Slide 10. **Working on Structure**

Slide 11. **Finished Restored Cabin in Capitol City, CO**

Slide 12. **Trash Heap:** Maybe there is a clean up project in your area. This was a popular target practice spot on BLM land just a few miles from my college.

Slide 13. **Rescue Practice:** Maybe your group could help in a practice/training rescue scenario

Slide 14. **Biking in Kokopelli Trail:** You could also be involved in a project while you are simply enjoying biking or hiking along the trail. These folks -

Slide 15. **Hikers in Canyonlands:** were trained and are really on a mission. Because of the shortage of staff these folks are helping the rangers patrol the area.

Slide 16. **Water fall:** And the examples keep flowing

Slide 17. **Instructor & Petroglyphes:** How about taking groups out and providing instruction like these students are doing with Petroglyphes and -

Slide 18. **Pictographs:** Pictographs in the Canyonlands -

Slide 19. **Student Contemplating Scene:** Some just really enjoy the chance to get out and see the beauty. But they need your help. I think most of us agree that there are many therapeutic benefits to recreating and being in the outdoors. –

Slide 20. **Mud Bath:** Of course some therapies are more obvious and immediate –

Slide 21. **Silhouette of Students with Hands Raised:** But I believe we build up each other and the community with service projects.

Now some projects are independent of any particular land management agency. My recreation leadership student have worked with various local groups like the scouts teaching them various recreational skills. From knot tying or first aid to their water safety badge-

Slide 22. **Canoe over Canoe:**

Slide 23. **Canoe Right Side Up:**

Slide 24. **Shooter w/ Gun:** Maybe you can help with your gun safety program -

Slide 25. **Shooter:**

Slide 26. **Paleo Dig**: Maybe you can help with various research projects. Operating within a college settings provides many opportunities. Like this paleo Dinosaur dig

Slide 27. **Water Sample:** Or this Water study project with high school students

Slide 28. **Powderhorn Vegetation:** Or this study of the vegetation in our area

Slide 29. **Sage Grouse:** Or Tracking of endangered sage grouse

And finally, I would like to add that it doesn't all have to take place in the United States. Many of you have international trips. When we went down to Baja we did a little research and brought them some needed supplies that were donated from various business in our town.

Slide 30. **Beach in Belize**: One of our professors participates in a program in Belize and does some service projects in conjunction with it. This is a World Heritage Site and they did a beach clean up. On this remote beach they collected _ bags of trash, plastics, medical waste, etc. (A good discussion of the ecosystem probably followed.)

Slide 31. **Students in Circle in Belize:** Her students taught in some of the local schools -

Slide 32. **Students in Classroom:**

Slide 33. **Student with Small Child:** And just like with projects in the States you make connections and learn and build friendships.

We learn with each other and from each other, helping each other.

In closing I would like to paraphrase a little of Robert Fulghum - Everything you need to know in life can be learned through recreation.

Slide 34. **Father with Sons on Backpacking Trail:** "...and no matter how old you are, when you go out into the world it is best to hold hands and stick together.

Trail Crews:
Developing a Service Component to Your Program

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Abstract

Wilderness stewardship programs, service projects, or trails crews are a wonderful way for your program to help land management agencies accomplish their back-logged maintenance needs, and in turn, provide your participants with an incredibly rewarding service learning opportunity. By developing relationships with land management agencies, your organization will be viewed not only as a user but as an asset, an ally, and a concerned motivated solution to "the problem". A service project is not a novel idea and many programs have been implementing service components in their programs for years. At Penn State University's Outdoor Program, a fully student-run organization, they have taken the concept a step further and have fully developed the trail crew into an activity area of its own that includes instructional courses, weekend overnight trips, and full integration into the Wilderness Instructor Leadership Development (WILD) program; the staff training branch of Penn State's program.

Wilderness Stewardship

Over the years, stewardship in the outdoors has become a burgeoning topic. Groups ranging from local trail organizations to high school clubs have developed an interest in service to the land. As the number of adventure based outdoor programs continues to grow and participant levels swell, it is imperative that we, as outdoor program administrators and dedicated students, begin to incorporate service components into our programs. This paper will explore the nature of developing trail crews, service learning events, and wilderness stewardship programs in collegiate level outdoor programs. More specifically, the authors will explore the "nuts and bolts" of developing a trail crew including developing agency relationships, securing tools, and developing staff training.

What is a trail crew?

The first question that may come to mind when beginning a stewardship program is "What does a trail crew actually do?" A trail crew is usually composed of a group of volunteer outdoor enthusiasts (although many paid crews do exist) that conduct a multitude of technical and non-technical work projects. Trail crews are heavily utilized to reopen badly damaged trails after harsh winters when blow-downs cover the trail and water from the winter thaw erodes essential trail structures. Trail crews, armed with chainsaws, bow saws, and digging tools hit the trails to clear the winter damage and reconstruct eroded trails. One of the greatest attributes to trail work is that anyone can lend a hand. A wide range of projects and skills enables anyone ranging from the rookie first timer to the

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veteran "trail dawg" to help improve our nations' trail systems. Projects may include rock and timber work, revegetation, brushing (clearing brush), blazing, step construction, building water bars and other drainage structures, assembling cribbing, as well as the "science" of reading terrain to design and construct new trails.

Starting a Trail Crew Program

Developing a trail crew component to your outdoor program, as with any new program, will take time, effort and a clear plan of action. At the beginning, developing a trail crew may seem like an immense task, especially if you have never been involved with trail work before. To most peoples' surprise, it is not as overwhelming as it seems. In this paper, we have used the Penn State Outdoor Program as a model to explore the steps necessary to create a respected and sought after presence in your local trail work community.

Contacts and Agency Support

Establishing a solid working relationship with your agency contacts can be an incredibly rewarding experience for your program and participants. It is also one of the most important steps to developing your trail crew program. Where to begin? The best advice is to seek out your local trail organizations, state parks, and state forests and let them know that you are interested in working with them. Trail organizations often have their own service days where folks can come out and volunteer for the day or weekend. Some trail associations may offer specialized training in trail maintenance, tool safety, or chainsaw use. In the same respect, park and forest services are usually delighted to have volunteers roaming the trails performing trail work. Most parks and forests are so short staffed that volunteer workers are as good as gold.

You may also find an opportunity to establish a relationship with either a trail association or local park to "adopt" a section of trail. This works much like our nation's adopt-a-highway program where individuals or groups commit to oversee a section of trail; keeping it clear and making sure the blazes are in place. Most "overseers" perform the general trail maintenance while the agency organizes the larger projects that require larger crews and more money.

Tools

A second crucial component to developing a trail crew is locating and securing a sufficient number of high quality trail tools. There are several ways that you can secure the appropriate tools for trail work. The first angle is to borrow tools from groups such as local trail associations, parks, and forests. Most local agencies are more than happy to loan out their tools to your program especially when they are most likely sitting idle in their tool shed or maintenance building. Since many digging and "grubbing" tools used for trail work also double as fire fighting tools, it may also be useful to approach your local fire fighting community that is armed to fight forest fires.

To help maintain and enhance a working relationship with your agency partner, keep a few things in mind when borrowing agency tools: (1) always return them how they were given to you (if not in better shape), (2) sharpen the tools, (3) clean them thoroughly, (4) lubricate the tools if necessary, (5) note anything that was broken, and (6) always thank the owner profusely.

The second angle for securing trail tools is to actually purchase your tools. Most collegiate communities, however, struggle with inadequate budgets and purchasing tools is a low priority. One of the best pieces of advice would be to acquire your tool cache slowly: piece by piece, tool by tool. Whenever you can allocate fifty or a hundred dollars, make the investment into a polaski or a new saw. It may take a few years, but think about what tools are used the most and focus on acquiring those first. In a few short years, you will acquire enough tools to begin to outfit your own trail crew events.

The third angle for securing tools is to solicit donations from your local business community. Solicit donations from local hardware stores and large chain hardware stores such as Lowes, Home Depot, and Ace Hardware. The large chains often have programs that allow for the donation of tools and other goods to non-profit organizations. Once again, be creative, and remember that it never hurts to politely ask. They may say no, but the reality is, many times they say yes!

Funding

Although a seemingly impossible hurdle, a collegiate trail crew can be established without generating revenue to support itself. As described previously, establishing good agency relationships can mean a world of difference. An agency may provide you with tools, personpower, support, and will sometimes even provide your crew with lodging. Major transportation costs such as the rental of vehicles can be avoided by utilizing a carpool. Once you have established some projects and begun to utilize your agency relationships, you can move forward with becoming self-sufficient and self-sustaining.

Another angle to obtain funding for your trail crew is to investigate and write appropriate grant proposals. Large organizations such as Eastern Mountain Sports, Backpacker, or other large corporate chains award grants for various reasons on an annual basis. For example, the Penn State Outdoor Program recently received a grant from EMS to help support their trail maintaining efforts. This grant was designed specifically to support programs that are vested in wilderness stewardship and giving back to the land.

Another step towards sustaining the Penn State Outdoor Program's Trail Crew, has been the development of a fee-based instructional workshop. This workshop is composed of one classroom session followed by a full weekend of hands on project experience. This instructional course differs from an average weekend trail crew outing and is focused on teaching the techniques of trail construction and maintenance. The revenue generated from the instructional course is then reinvested into supporting the Trail Crew.

Safety

Safety is the number one priority in all of Penn State Outdoor Program's activities. It is important that your trail crew operates with a set of standard operating guidelines and safety policies. For example, Penn State uses the following policies: leather work boots must be worn at all times; hard hats are required; staff to participant ratios will not exceed 5:1; long pants and shirts will be worn at all times; gloves are mandatory when sharpening tools; chainsaws will only be run by those leaders or instructors that have completed and/or obtained an external chainsaw training or certification. A good source for safety

guidelines and overall trail work skills, is the Student Conservation Association's trail construction and maintenance book entitled *Lightly on the Land* published by the Mountaineer's. As always, safety should be the number one priority when working on the trail.

Staff Training

In the past five years, Penn State's Outdoor Program has grown in size from a membership base of two hundred, to over a thousand. In response to this accelerated growth in membership, a corresponding growth in staff was also needed. A major focus of the Penn State program became developing and enhancing staff training to develop the consistent quality of instructors and trip leaders. Arising from this focus, is a program known today as W.I.L.D.(Wilderness Instructor Leadership Development). This staff training program provides the organizational structure to continually produce quality outdoor leaders.

Following, is a general outline of the steps needed to attain Trail Crew Instructor status in Penn State's Outdoor Program. The first four steps of the process are standard for each of the Outdoor Program's activity areas including trail crew, backpacking, rock climbing, canoeing, kayaking, and cross-country skiing. After the initial requirements are met, each training becomes activity specific.

Wilderness Instructor Leadership Development Program (WILD)

Apprentice

1) Application, interview, and "hiring" process
2) Apprentice approval by the Activity Coordinator

Assistant Trip Leader

1) Staff Orientation Day
2) W.I.L.D. Weekend
   a) Outdoor Instruction Workshop
   b) Wilderness Medicine Workshop (also must hold a minimum of CPR and Wilderness First Aid)
3) Participation in Work Skills Weekend (specific to trail work skills)
4) Review and approval by Tail Crew Coordinator to become an Assistant Trip Leader.

Trip Leader

1) Assist on a minimum of two trail crew trips.
2) Review and approval by Tail Crew Coordinator and Program Director to become a Trip Leader.

Instructor

1) Lead a minimum of one trail crew trip.
2) Assist on a minimum of one trail crew instructional course.
3) Review and approval by Tail Crew Coordinator and Program Director to become an Instructor

Staff training is an extremely important aspect of running a safe trail crew or wilderness stewardship program. Staff training allows for the solidarity of policies and procedures and provides your trail crew program with an air of professionalism. Although the training process may seem long, most new staff complete the program in two semesters. The Outdoor Program also keeps a W.I.L.D. documentation folder for each staff member that includes written documentation of their staff profile, medical certifications, status record, involvement record, W.I.L.D. application, and staff evaluations from trips and courses.

Conclusion

Wilderness stewardship and trail crew programs are a necessity for the future of our outdoor programs. It is a harsh reality to realize and come to terms with, although we teach and preach leave-no-trace outdoor skills, we still have a major destructive impact on our environment. As exemplified through Penn State's Trail Crew Program, creating and enhancing a service component in your program is not as difficult as it seems and is a rewarding and fulfilling undertaking for your program, staff, and participants.

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Nov. 1: U. S. Navy Outdoor Recreation staff meeting

Nov. 2-3: Pre-conference activities: WFA, Risk Management, LNT

Nov. 3: Opening general session in evening
Keynote Speaker - John Gans, Executive Director of NOLS

Nov. 4-5: Educational sessions, Exposition Hall open, & Auction

Nov. 5: Closing general session in evening
Keynote Speaker - Margo Chisholm, Adventurer & Author of To The Summit

Nov. 6: Post-conference activities & new AORE Board meeting

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